Durham Unified School District  
Regular Meeting of the Board of Trustees  
Wednesday, September 20, 2017  
6:00 p.m.  
(RETURN TO OPEN SESSION AT 7:00 P.M.)  
District Boardroom  
9420 Putney Drive, Durham, Ca 95938

AGENDA

A. CALL TO ORDER

B. MOVE TO CLOSED SESSION

C. CLOSED SESSION

1. Conference with Labor Negotiators Agency designated representatives: Board President Ed McLaughlin, Unrepresented Employee(s): Superintendent (Government Code 54957.6)

2. Conference with Labor Negotiators Agency designated representatives: Superintendent Lloyd Webb; Employee Organizations: Administrative, CTA, CSEA, and Classified Confidential (Government Code 54957.6)


4. Public Employee Performance Evaluation: Superintendent (Government Code 54957)

5. Public employee appointment/employment: Superintendent (Government Code 54957)

6. Student Expulsion: (1-Student #2017-1) Pursuant to Education Code section 35146. The Education code requires closed session in these cases to prevent disclosure of confidential student record information.

D. RETURN TO OPEN SESSION

E. PLEDGE OF ALLEGIANCE

F. REPORT OF ACTION TAKEN IN CLOSED SESSION

G. ORDER OF AGENDA

H. PUBLIC HEARING:

1. Sufficiency of Instructional Materials per Education Code 60119
   Posted: August 11th, 2017

I. INFORMATION ITEMS - Catapult Emergency Notification Program

J. ITEMS FROM THE PUBLIC
   The law allows the public to address the governing board on any school district matter, whether or not it is on the agenda, but the law prohibits action or discussion by the Board on non-agenda items.
   A person wishing to be heard by the Board shall first be recognized by the president and shall then
proceed to comment as briefly as the subject permits. Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323)

“Questions or concerns expressed may be referred to the Superintendent, Lloyd Webb, for a response or resolution. Those persons wishing to contact the Superintendent may do so by phone at (530) 895-4675 or by email at lwebb@durhamunified.org.”

K. DISTRICT REPORTS

1. MOT
2. Principals
3. Business Manager
4. Superintendent

L. ITEMS FROM THE BOARD

M. CONSENT AGENDA

1. Minutes of Regular Meeting August 16, 2017

2. Accounts Payable for the Month of August 2017

3. Approve funds received from Durham Community Foundation of $3,737.50 for Division of State Architect.

4. Approve funds received from Durham Community Foundation of $254.22 for Slakley Brothers. (water fountains)

5. Follett Library Software and Services Proposal


7. Approve JEG Consulting E-Rate Services contract for 2017-2018

8. Employment
   - Certificated Increase
     
     | Name            | Position | Increase of FTE |
     |-----------------|----------|-----------------|
     | Brian Glover    | DES PE   | 0.10 FTE = 1.10 FTE |

   - Classified Hire
     
     | Name                | Position | Effective Date |
     |---------------------|----------|----------------|
     | Courtney Willows    | Cook 1   | 9-5-2017       |
     | Alejandro Sanchez   | Family Liaison | 9-19-2017   |
Athletic Director Hire

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy HilQuist</td>
<td>Athletic Director</td>
<td>9-20-2017</td>
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9. Coaches:

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<thead>
<tr>
<th>SPORT</th>
<th>POSITION</th>
<th>COACH</th>
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<tbody>
<tr>
<td>8th Grade Boys BB</td>
<td>Paid</td>
<td>Jaime Gonzalez</td>
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<tr>
<td></td>
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<td>Carson Neely</td>
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<td>Diego Guerra</td>
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<td>Christian Mitchell</td>
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<tr>
<td></td>
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<td>Carson Neely</td>
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<td>7th Grade Girls BB</td>
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<td>Marshon Jones</td>
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<tr>
<td></td>
<td>Volunteer</td>
<td>Kyle Lynch</td>
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Coach Resignation

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<tbody>
<tr>
<td>Skip Riley</td>
<td>Athletic Director</td>
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Fall Season Coaches 2017-2018

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<tr>
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<tbody>
<tr>
<td>Weight Room</td>
<td>Volunteer</td>
<td>Brenda Seegert</td>
</tr>
<tr>
<td>JV Football</td>
<td>Volunteer</td>
<td>Jason Slightom</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Volunteer</td>
<td>Bryan Bear</td>
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<tr>
<td>Cross Country</td>
<td>Volunteer</td>
<td>Brian Schaake</td>
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<tr>
<td>Cross Country</td>
<td>Volunteer</td>
<td>Dana Bill</td>
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Winter Season Coaches 2017-2018

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<tr>
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<th>POSITION</th>
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</thead>
<tbody>
<tr>
<td>Girls Soccer</td>
<td>Paid</td>
<td>Manuel Ortiz</td>
</tr>
<tr>
<td>Boys Soccer</td>
<td>Paid</td>
<td>Victor Cortez</td>
</tr>
<tr>
<td>Girls Varsity Basketball</td>
<td>Paid</td>
<td>Aerin Farrell</td>
</tr>
<tr>
<td>Girls JV Basketball</td>
<td>Paid</td>
<td>Marshon Jones</td>
</tr>
<tr>
<td>Boys Varsity Basketball</td>
<td>Paid</td>
<td>Josh Holbrook</td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
<td>Rob Poblano</td>
</tr>
<tr>
<td>Boys JV Basketball</td>
<td>Paid</td>
<td>Courtney Bobinger</td>
</tr>
<tr>
<td></td>
<td>Paid</td>
<td>Mitch Bobinger</td>
</tr>
<tr>
<td>Wrestling Assistant</td>
<td>Paid</td>
<td>Tony Cardoza</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trent Kenney</td>
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<tr>
<td></td>
<td>Volunteer</td>
<td>Brandon Sanders</td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
<td>Armand Brett</td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
<td>Zach Adkins</td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
<td>Haedin Hutchings</td>
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Wrestling cont... Volunteer Lucas Gaeth
Volunteer Andrew Teats

Spring Season Coaches 2017-2018

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<tr>
<td>Varsity Baseball</td>
<td>Head Coach Paid</td>
<td>Brian Glover</td>
</tr>
<tr>
<td></td>
<td>Assistant Paid</td>
<td>Jason Slightom</td>
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<tr>
<td></td>
<td>Volunteer</td>
<td>Colby Hammer</td>
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<tr>
<td></td>
<td>Volunteer</td>
<td>Andrew Teats</td>
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<tr>
<td>Junior Varsity Baseball</td>
<td>Head Coach Paid</td>
<td>Aaron Dears</td>
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<tr>
<td>Varsity Softball</td>
<td>Head Coach Paid</td>
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<td></td>
<td>Assistant Paid</td>
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<tr>
<td>Junior Varsity Softball</td>
<td>Head Coach Paid</td>
<td>Brian Parker</td>
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<tr>
<td>Golf</td>
<td>Head Coach Paid</td>
<td>Colleen Coutts</td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
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10. FUND RAISERS

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<tr>
<td>See's Candy Sales DIS/PTS</td>
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<td>3,500.00</td>
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<td>DIS Jog-A-Thon ASB</td>
<td>9-29-17</td>
<td>11,000.00</td>
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<tr>
<td>DIS Crab Feed</td>
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11. Field Trip

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<tr>
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<tbody>
<tr>
<td>DES – Mrs. Pisenti 3rd Grade Class</td>
<td>Maidu Presentation &amp; Land Forms – Lake Oroville Visitors Center</td>
<td>10-19-2017</td>
</tr>
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N. DISCUSSION/ACTION ITEMS:

1. Discussion/Action Annual Declaration of Need for Fully Qualified Educators.

2. Discussion/Action: Spring Coaches

3. Discussion/Action Before School DIS Library Schedule

4. Discussion/Action Revision of the Transportation/MOT assignments for Car/Van Drivers, Resolution 18-05

5. Discussion/Action Additional Special Education Para Professional 4 hours/day 5 days/week.

6. Discussion/Action Board Policies First Reading BP 5141.52 (a-c) / AR 5141.52 (a-f) Suicide Prevention.
7. Discussion/Action Board Bylaw First Reading BB 9150 / AR 9150 Student Board Members


10. Discussion/Action Certification of Provision of Standards-Aligned Instructional Materials

11. Discussion/Action Resolution #18-02 Education Code 44256 (b) Departmentalized Classroom Assignment.

12. Discussion/Action Resolution #18-03 Education Code 44258.2 Departmentalized Classroom Assignment

13. Discussion/Action to proceed in the process of increasing Developer Fee rates.

14. Discussion/Action Adoption of the 2016-2017 Unaudited Financial Statements

15. Discussion/Action Resolution #18-04 Adoption of Gann Limit

16. Discussion/Action Pathway between DUSD and DRPD

17. Discussion/Action Adoption of the M.A.P./Study Island program

O. RETURN TO CLOSED SESSION

P. CLOSED SESSION

Q. RETURN TO OPEN SESSION

R. REPORT OF ACTION TAKEN IN CLOSED SESSION

S. NEXT BOARD MEETING DATE: October 18, 2017

T. ADJOURNMENT

NOTES:
*Agenda item documents are available for public inspection during regular business hours at the District Office.
**Handout will be provided at the board meeting. If you require special accommodations to participate in the meeting, please advise Tina Blenn, District Secretary, 48 hours in advance at 895-4675 x227.
Minutes

A regular meeting of the Board of Trustees of the Durham Unified School District was held in the Durham Unified School District Board Room, Wednesday, August 16, 2017.

Trustees Present: Alex DuBose, Kathy Horn, Ed McLaughlin, and Todd Southam
Trustees Absent: Lance Smith
Staff Members Present: Superintendent Lloyd Webb, Business Manager Ron Sherrod, District Secretary Tina Blenn, Principal Shirley Williams, Principal Jason Bramson, Principal Terry Bennett and School Psychologist/Director of Special Education Terry Quinto
Staff Members Absent: Drew Edwards, MOT Manager

A. CALL TO ORDER
President Ed McLaughlin called the DUSD Board of Trustees meeting to order at 6 pm.

B. MOVE TO CLOSED SESSION

C. CLOSED SESSION
1. Conference with Labor Negotiators Agency designated representatives: Board President Ed McLaughlin, Unrepresented Employee(s): Superintendent (Government Code 54957.6)
2. Conference with Labor Negotiators Agency designated representatives: Superintendent Len Foreman and Attorney Tom Gauthier
Employee Organizations: Administrative, CTA, CSEA, and Classified Confidential (Government Code 54957.6)
4. Public Employee Performance Evaluation: Superintendent (Government Code 54957)

D. RETURN TO OPEN SESSION
President Ed McLaughlin reconvened Open Session at 7:20 pm.

E. PLEDGE OF ALLEGIANCE
Katelyn Sohnrey, Durham FFA Chapter Reporter, led the Pledge of Allegiance.

F. REPORT OF ACTION TAKEN IN CLOSED SESSION
No action was taken in closed session.

G. ORDER OF AGENDA
President Ed McLaughlin requested that Items #6 Spring Coaches and Item #12 Board Policy be removed from the Consent Agenda and tabled until the September 20th, 2017 Board meeting.
H. ITEMS FROM THE PUBLIC
The Durham FFA Chapter presented a presentation regarding the Viticulture and Garden projects. Goals set for the 17-18 year include: increasing membership, fund raising, career development education, community outreach and growing competitive teams. All officers were present. They are:
President: Hunter Polk
Vice President: Blaire Britten
Treasurer: Brandon Gasper
Reporter: Katelyn Sohnrey
Sentinel: Nicole Luce
Student Advisor: Shane Scott III
Historian: Braeden Southam
Parliamentarian: Nolan Britten
Communications: Garrett Luce

- The Durham Associated Student Body President, Ali Argo and Vice President Jorja Murphy addressed the Board. It was reported that they had a successful team building summer. Their goals include building school spirit and working to alleviate school bullying. They stated there will be a Back to School Dance, Friday August 18th with a Red, White and Blue theme. Another activity that they will be launching is Movie Night, starting with the showing of “Ferris Bueller’s Day Off”.

- Raymond Antonowich, parent, brought several concerns to the Board: High School Parking, Intermediate Math program, Staff ethics, lack of advanced classes, and decreasing enrollment.

I. DISTRICT REPORTS
Principals
Durham Elementary School Principal, Shirley Williams
- First Day of School – Amazing!
- Upcoming Dates:
  - Solar Eclipse Event
  - Picture Day
  - Parent Interviews
- Personal Development Opportunities
- Enrollment Update: 493

Durham Intermediate School Principal, Jason Bramson
- Celebrations
  - First Day Assembly in DIG – Staff Mob Dance
  - Staff Meeting starting the year with great expectations!
  - Coffee with the Principal – Meet and Greet with Intermediate parents
- Athletic Update
  - Streamline process for Coaches/Volunteers
  - Build Relationships
  - Sports Booster Meeting
  - Preparing for Football and Volleyball season openers
  - Working with Athletic Director- all athletes eligible and confirm referees/officials
  - Met key stakeholders of the Coliseum Project
  - Attended CIF Athletic meeting
- Continue to meet with coaches and support them in preparation for season
Technology Update:
New technology work order request system
Secured BCOE IT Mon/Fri to complete technology work requests
Reviewing Campuses’ technologies
Ensuring key stakeholders have proper administrative rights to monitor our systems and give access when needed.

Durham High School Principal, Terry Bennett

- Enrollment – 285
- Celebrations
  Thank you to Pat Orr! And the Coliseum Committee. Our concession stand is the best in the North State
  MOT your crew is fantastic and had our schools prepared for another successful year.
  Debbie Slightom and food service crew, Thank you for a wonderful staff breakfast
- ASB
  All Day Retreat – 34 student representatives
- Athletics Update
  Athletic Code Night
  Cross Country – 11 girls, 11 boys
  Football – 60 in the program. 28 varsity / 32 JV
  Swim – 20 athletes
  Volleyball – 24 players / 12 Varsity / 12 JV
  Cheer – 11 squad members
  MOT – Superintendent Lloyd Webb reported that there will be pavement repair at the Durham Elementary School.

J. ITEMS FROM THE BOARD

K. CONSENT AGENDA
Ed McLaughlin requested to remove item #6 Spring Coaches and #12 from the Consent Agenda and to table them both until the September 20, 2017 Board meeting. The Board voted to approve the Consent Agenda with removed items; motion by Todd Southam, seconded by Alex DuBose.

Vote as follows:
Ayes: 4
Nays: 0
Abstained:
Absent: 1

L. INFORMATION ITEMS
No Discussion

M. DISCUSSION/ACTION ITEMS:

1. Discussion/Approval of employment agreement with new Durham Intermediate School Principal / Athletic Administrator / District Technology Administrator.
   On a motion by Kathy Horn seconded by Alex DuBose, the Board approved the employment agreement with new Durham Intermediate School Principal / Athletic Administrator / District Technology Administrator, Jason Bramson.

   Vote as follows:
   Ayes: 4
   Nays: 0
Abstained: 
Absent: 1

2. **Discussion/Approval of MTSS: PBIS Grant Application**
   On a motion by Todd Southam seconded by Kathy Horn, the MTSS: PBIS Grant Application was approved.

   **Vote as follows:**
   Ayes: 4
   Nays: 0
   Abstained: 
   Absent: 1

3. **Discussion/Approval to Re-Wire Internet at Durham Elementary and Durham Intermediate Schools**
   With a motion by Alex DuBose seconded by Todd Southam, the Board approved the Internet Re-Wire Project for the Elementary and Intermediate school sites and included a request for a bid to update the High School wiring.

   **Vote as follows:**
   Ayes: 4
   Nays: 0
   Abstained: 
   Absent: 1

**N. RETURN TO CLOSED SESSION**
Returned to close session at 9:25 pm

**O. NEXT BOARD MEETING DATE: September 20, 2017**

**P. ADJOURNMENT**
President Ed McLaughlin adjourned the meeting of the DUSD Board of Trustees at 9:45 pm.

**Notes:**
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<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Check No</th>
<th>Date</th>
<th>CK Amount</th>
<th>Other Services</th>
<th>Material &amp; Supplies</th>
<th>Operations &amp; Grounds</th>
<th>Maintenance</th>
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</thead>
<tbody>
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**Fund Number:**

**Vendor:**

**Check Register:**

**Durham Unified School District**
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</table>

**Durham Unified School District**

*Detailed AP Vendor Check Register*
<table>
<thead>
<tr>
<th>Date</th>
<th>Vendor ID</th>
<th>Vendor Name</th>
<th>Category</th>
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- Acme Corporation: 1234 Main St, Anytown, USA
- Bella Inc.: 5678 Market St, Citvany, USA
- Charles Co.: 9012 Elm St, Anytown, USA
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Durham Unified School District

Detailed AP Vendors Check Register
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**Detailed AP Check Register**

_Durham Unified School District_
<table>
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<th>Vendor</th>
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**Note:** The above table represents a section from the Durham Unified School District's Ap Vendor Check Register. The table details various transactions with vendors, including the vendor name, item description, location, amount, fiscal code, account code, vendor category, vendor number, and vendor phone.
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<th>Key/Objects Description</th>
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**Detailed AP Vendor Check Register**

**Durham Unified School District**
Proposal
Durham School District
Quote # 987108-1
Customer # 0412428
August 25, 2017

These prices are valid until September 22, 2017, after which they are subject to change by Follett.

<table>
<thead>
<tr>
<th>Summary of Software and Services: Year 1 Costs</th>
<th>Pricing</th>
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<tr>
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<td>($1,300.00)</td>
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<td>Customer Price</td>
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Software License
PN294: Resource Manager Promo
- Destiny Resource Manager™ for one (1) location(s)
  - Online documentation and Help
  - Note: Resource Manager is designed specifically as a tool for District/School resource (non library) management.

Implementation Services
- Project Management: includes a central point of contact during the implementation of the Follett Destiny Solution, and a remote Planning Meeting.
- Centralized System Integration: includes remote installation and configuration of Follett Destiny Solution software and initial data load.
- Technology Training: consists of live, instructor-led web-based Follett Destiny Solution technology training. For the optimal learning experience, we recommend no more than twelve (12) participants.
- Resource Manager - District Essentials Webinar: This instructor-led, web-based training focuses on teaching district staff the essential district-level capabilities of Resource Manager. (Maximum: 12 participants).
  - Understanding Roles and Assigning Permissions: Ideally scheduled prior to the District Essentials webinar; the Roles and Permissions webinar explains the user hierarchy and the importance of access levels and permissions as they relate to tasks users are able to perform in the software. (Maximum: 12 participants).
- Resource Manager - Site Essentials Webinar: This instructor-led, web-based training will focus on teaching school staff the essential school-level capabilities of Resource Manager. Customers may have up to a maximum of twelve (12) participants per Webinar. Attendees who participate in this training will be authorized to contact Follett's toll-free technical support hotline for help.
Annual Licensing and Maintenance Costs Starting Year 2*

Software License

- Destiny Resource Manager for one (1) location(s)
  - Online documentation and Help
  - Note: Resource Manager is designed specifically as a tool for District/School resource (non library) management

- District Technical Support includes:
  - Toll-free telephone technical support for designated Customer contacts
  - 24/7 customer Web Portal, with searchable online knowledge base
  - Unlimited email support
  - Training toolkits (lesson plans, quick reference guides, and videos)
  - Product updates

**Total Annual Licensing and Maintenance Costs**: $576.45

*You must have paid or pay for all prior years' Annual Licensing and Maintenance Costs and renew maintenance for all sites and Management Systems at the same time in order to receive maintenance and updates.

** Note: This new pricing will be reflected in your next annual renewal fee. Follett evaluation of Customer's current data and infrastructure is required in advance of final pricing and agreement. If such evaluation has not been completed, additional products and services may be required that were not previously proposed. The Customer agrees that they are solely responsible for the cost of all products and services requested or required.

The Customer acknowledges and agrees that they may be required to complete and submit a discovery document to Follett. This provides bar code scanner and other related information on a site by site basis prior to data migration. The Customer agrees they will not migrate any data from any existing system into Destiny without authorization in advance by Follett. Follett is not responsible for any costs, services or products that may be required related to unauthorized migration of data by a Customer.
Proposal
Durham School District
Quote # 962717-2
Customer # 0412428
August 24, 2017

These prices are valid until September 22, 2017, after which they are subject to change by Follett.

Summary of Software and Services: Year 1 Costs

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<td>Price</td>
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<td>PN294: Resource Manager Promo</td>
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- Destiny Resource Manager™ for three (3) location(s)
  - Online documentation and Help
  - Note: Resource Manager is designed specifically as a tool for District/School resource (non library) management.

Implementation Services

- **Project Management:** includes a central point of contact during the implementation of the Follett Destiny Solution, and a remote Planning Meeting.

- **Centralized System Integration:** includes remote installation and configuration of Follett Destiny Solution software and initial data load.

- **Technology Training:** consists of live, instructor-led web-based Follett Destiny Solution technology training. For the optimal learning experience, we recommend no more than twelve (12) participants.

- **Resource Manager - District Essentials Webinar:** This instructor-led, web-based training focuses on teaching district staff the essential district-level capabilities of Resource Manager. (Maximum: 12 participants).
  - **Understanding Roles and Assigning Permissions:** Ideally scheduled prior to the District Essentials webinar, the Roles and Permissions webinar explains the user hierarchy and the importance of access levels and permissions as they relate to tasks users are able to perform in the software. (Maximum: 12 participants).

- **Resource Manager - Site Essentials Webinar:** This instructor-led, web-based training will focus on teaching school staff the essential school-level capabilities of Resource Manager. Customers may have up to a maximum of twelve (12) participants per Webinar. Attendees who participate in this training will be authorized to contact Follett's toll-free technical support hotline for help.
Annual Licensing and Maintenance Costs Starting Year 2*

Software License

- Destiny Resource Manager for three (3) location(s)
  - Online documentation and Help
  - Note: Resource Manager is designed specifically as a tool for District/School resource (non library) management
- District Technical Support includes:
  - Toll-free telephone technical support for designated Customer contacts
  - 24/7 customer Web Portal, with searchable online knowledge base
  - Unlimited email support
  - Training toolkits (lesson plans, quick reference guides, and videos)
  - Product updates

Total Annual Licensing and Maintenance Costs**: $1,729.35

*You must have paid or pay for all prior years’ Annual Licensing and Maintenance Costs and renew maintenance for all sites and Management Systems at the same time in order to receive maintenance and updates.

** Note: This new pricing will be reflected in your next annual renewal fee.

Follett evaluation of Customer’s current data and infrastructure is required in advance of final pricing and agreement. If such evaluation has not been completed, additional products and services may be required that were not previously proposed. The Customer agrees that they are solely responsible for the cost of all products and services requested or required.

The Customer acknowledges and agrees that they may be required to complete and submit a discovery document to Follett. This provides bar code scanner and other related information on a site by site basis prior to data migration. The Customer agrees they will not migrate any data from any existing system into Destiny without authorization in advance by Follett. Follett is not responsible for any costs, services or products that may be required related to unauthorized migration of data by a Customer.
August 25, 2017

Kristen Cargile
Librarian
Durham School District
PO Box 300
Durham, CA 95938

Dear Ms. Cargile:

Follett School Solutions is pleased to present the enclosed Proposal to provide your district with the Follett Destiny® Solution, a centralized educational resource management system.

The Follett Destiny® Solution suite provides essential tools for schools and districts at the forefront of creating productive, active learning environments. The suite ensures access to the right resources for students while enabling the best management of digital and physical content, and resources. Destiny is a complete web-based, integrated platform that helps you know where all of your important educational resources are, from library books and textbooks to eBooks and mobile devices. We provide tools uniquely suited for the K-12 market, helping districts track and manage everything they buy. As new digital learning tools and teaching styles emerge, Follett can help ensure accessibility and accountability for all resources, empowering learning to promote student success.

Destiny can help support teachers and librarians in their efforts to create motivated, enthusiastic and successful learners.

Districts choose Destiny to help their students, librarians, teachers, and administrators connect with the changing digital world, and learn ways to become better educators:

Destiny® Resource Manager™
Distribute, Track and Keep Resources in Your District

Destiny Resource Manager is the solution for schools or districts to make sure resources are accessible to the people who need them most with the best possible budget outcomes. The advanced inventory tracking capabilities are uniquely suited for K-12 schools, helping monitor resources from digital learning devices to tablets to laptops, cameras, equipment and more.

By enabling districts to track funding sources and prepare reports, Resource Manager provides the protection and reinforcement you need to demonstrate responsible use of resources for audits or media inquiries. If the resource is in your district or school, you can track it and use the reporting functionality to match it to the funding sources used to purchase it. Resource Manager can help you:

- Have an easier way to track and manage K-12 resources and expensive student and staff devices down to the classroom and user level
- Successfully manage your district's 1:1 initiatives
- Offer Administrators a district-wide, dashboard view of resources
- Improve order accuracy and reduce over-ordering
- Have flexible, on-demand reporting to meet federal, state, and local requirements or audits
Supporting a Student-Focused Digital Learning Environment

At Follett, we partner with you to navigate the digital world in which students are already immersed. The Follett Destiny® solution integrates the technology, data and resources to help your schools efficiently track, manage and connect with quality educational materials, ensuring accessibility and accountability.

Thank you for the opportunity to present Destiny as the solution to help empower digital learning and contribute to the success of your district.

Sincerely,

Shauna Lentz
Inside Sales Consultant - Technology
Phone: 877-899-8550 Ext. 46264
Fax: 815-578-5267
SLentz@Follett.com
Destiny® Overview

The Follett Destiny solution is specifically tailored for you. This may include your software, implementation, data, and any customized services, digital content solutions, peripherals, additional training services, and/or post-implementation services.

Software

Destiny is a suite of services offering a browser-based system to manage resources centrally.

Destiny® Resource Manager™: Destiny® Resource Manager helps districts track and manage key resources including tablets, laptops, cameras, instruments, and equipment. You can then use Resource Manager’s easy report functionality to match it to the funding sources used to purchase it.

Note: The Follett Destiny Solution is a Schools Interoperability Framework (SIF) certified product based on the US SIF Specification. The Destiny SIF agent and SIF implementation services are sold by Kimono (web.kimonocloud.com).

Implementation Services

Core to the Destiny solution is a suite of services to ensure a successful implementation, including:

Project Management

Follett will provide project management services in accordance with industry standard techniques. The Project Manager is your district’s central point of contact during the implementation of Destiny, to guide and oversee the entire implementation.

Your Project Manager focuses on the following objectives:

- Facilitation of all project planning activities
- Creation of a Project Plan that is developed and agreed to in writing by both you and Follett
- Coordination of all internal resources to ensure that timelines and deadlines are met
- Successful completion of the project and written customer Acknowledgement of Delivery of the Follett Destiny Solution

Project planning includes the following key activities:

Project Planning Questionnaires: At the beginning of your project, your Destiny Project Manager will provide questionnaires to be filled out by your district staff. You will be requested to fill out a questionnaire for each Destiny product, your servers and network, and one concerning your Student Information System (SIS). It is important to complete and return them to your Project Manager prior to the Project Planning Meeting in order to have the most productive meeting, and for Follett to provide the guidance and recommendations appropriate for your district.
Project Planning Meeting: This meeting will review responses from the project planning questionnaires and address any questions or concerns. The expected outcome of this Project Planning Meeting is to develop the implementation, installation and training plan and to ensure that proper expectations are set regarding project responsibilities and schedule. Implementations consisting of more than 26 school locations have the option for the Project Planning Meeting to be held on site.

Centralized System Integration

Follett will ensure that the Follett Destiny Solution is optimally integrated into your district's technology infrastructure during the project implementation. The service includes:

- Installation and integration of the software components of the Follett Destiny Solution into your configured application and database servers
- Data load (of data processed by Follett)
- Configuration of all Follett Destiny servers to support the solution

Technology Training: During the Centralized System Integration, the Follett Implementation Specialist will deliver in-depth technical training for your district technology staff. This training will be conducted after the solution has been integrated into your infrastructure. Topics include the technical architecture of Destiny, backup/restore, performance monitoring and tuning, patron updates, desktop rollout, etc. For the optimal learning experience, we recommend no more than twelve (12) participants.

For Library Manager implementations, and Resource Manager, Media Manager and Textbook Manager implementations consisting of 26 or more school locations, you have the option for the Centralized System Integration and Technology Training to be held on site.

Training Services

Resource Manager - District Essentials Webinar:
This instructor-led, web-based training focuses on teaching district staff the essential district-level capabilities of Resource Manager. (Maximum: 12 participants). Attendees who participate in this training will be authorized to contact Follett's toll-free technical support hotline for help.

Understanding Roles and Assigning Permissions:
Ideally scheduled prior to the District Essentials webinar, the Roles and Permissions webinar explains the Destiny user hierarchy and the importance of access levels and permissions as they relate to tasks users are able to perform in the software. (Maximum: 12 participants).

Resource Manager - Site Essentials Webinar:
Live, instructor-led web-based training covers the basics school-level staff need to begin using Resource Manager. Users take a look at how they do their job and then apply that in the software. Toolkits, available before, during, and after training, consist of lesson plans, quick reference guides, and videos. A maximum of twelve (12) participants can attend per webinar. Attendees who participate in this training will be authorized to contact Follett's toll-free technical support hotline for help.
Additional Product & Service Options

Additional Software

Destiny® Analytics
Destiny Analytics is a multi-featured solution designed to turn data into information, and information into insight. It allows administrators and educators to freely and easily explore Destiny Library and Resource Manager Data (including Patron records and statistics) to discover trends and exceptions and gain a strategic, administrative, and/or operational perspective of how educational resources are being managed.

Additional Training Services

Destiny Training
Additional training content can be purchased and delivered at the time of implementation or later. Additional training sessions will provide each librarian, textbook coordinator or resource manager in your district with complementary skills to maximize use of your Follett Destiny Solution. The format is hands-on, with the number of attendees per session based on the options selected.

Training Toolkits
Training toolkits offer access to our extensive online library of training modules. The training modules include lesson plans, quick reference guides, and videos that let Destiny users maximize their use of the Follett Destiny Solution by providing access to training whenever and wherever needed. Training toolkits are available through Destiny Help.

Data Services

Follett understands that accurate and reliable data is critical to the success of your district. We recommend that you consider these optional services to enhance your data quality.

Destiny Resource Manager Data Services

Destiny Custom Data Manipulation
In addition, we also offer customized services to manipulate your data based upon your desired specifications.

Resource Manager Data Conversion
If you have maintained your resource information in another system, this service will convert the data for use in Destiny Resource Manager. Follett has extensive experience converting data from other vendor automation systems, and can also convert data from "in-house" systems such as district-developed electronic databases and spreadsheets.
Textbook Conversion To Resource Manager
Textbook data can be converted from any of the following formats: spreadsheet, SQL Database, Access Database or an ASCII text file. During the conversion process our data team will work with you to determine and document your specific data requirements. Textbook copy information is optional with this service.

Destiny Custom Reporting Service

Destiny contains extensive reporting capabilities designed to meet the needs of K-12 school districts. For more unique reporting requirements—district, state and federal reports that must conform to advanced specifications—our Destiny Custom Reporting Service puts the expertise of Follett's Database Specialists at your command, transforming your library, textbook and resource data into strategic decision-making information.

Peripherals

The Right Tools to Create and Support Your Digital Learning Environment
Enrich the connection between students, teachers, curriculum and the world beyond the classroom with the latest technology support tools. From interactive whiteboards, student response systems and advanced inventory and tracking capabilities, trust Follett to partner with quality vendors who provide the best available hardware tools designed to support your Follett solution.

Follett Wireless Scanner 7100
The Follett Wireless Scanner 7100 is an 802.11b/g wireless scanner designed to keep resources within easy reach allowing users to access customized Destiny screens from the palm of their hand. This wireless scanner gives users the ability to perform real-time circulation, inventory and transfers from anywhere, anytime. Users receive the benefits of high-performance bar-code scanning with the freedom and flexibility of wireless access. The device also comes equipped with Follett's offline utility to ensure users gain all the benefits of the device, even if their wireless network is unavailable.

Follett Corded Scanner 5100 with Hands-Free Stand
The Follett Corded Scanner 5100 is a fast-and-accurate high-performance barcode scanner used to facilitate the checkin/checkout process and make circulation and inventory management fast and easy. The adjustable-mount Hands-Free Stand allows the user to simply pass barcodes below the beam for automatic reading. This scanner is also compatible with Circulation Plus/Catalog Plus, InfoCentre, Spectrum and Athena. The 5100 comes with a 5-year manufacturer’s warranty.

Follett Cordless Scanner 6102 Scanner
The Follett Cordless Scanner 6102 is the perfect scanner for your circulation stations and for conducting inventories. The cordless device frees up desk and counter space, and allows for extended mobility of up to 33 feet from the base. It has a superior read range of up to 24 inches, a battery life of 57,000 scans per full charge, and a fast scan rate of 270 scans per second. This device is compatible with Destiny, as well as Circulation Plus/Catalog Plus, InfoCentre, Spectrum and Athena. The Follett Cordless Scanner 6102 comes with a 3-year limited manufacturer’s warranty. A full-coverage Extended Maintenance Agreement is also available.

Follett Infigo™ Thermal Receipt Printer
The Follett Infigo thermal receipt printer offers a plug-and-play setup—it ships with an internal power supply, USB and power cables, complete mounting kits and a paper roll. The Infigo is the fastest
receipt printer we've offered, printing 22 receipts per minute. This printer comes with a 3-year limited warranty, and is compatible with Destiny Library Manager, Destiny Textbook Manager, and InfoCentre 3.2.

Extended Maintenance Agreement
Follett's personalized Extended Maintenance Agreements (EMAs) are available on scanners and hardware devices when purchased from Follett. These renewable Agreements are economical and provide protection against costly repairs if your unit experiences operational problems after the initial limited warranty period. Unlike standard warranty extensions, Follett EMAs cover every original component, including cables and batteries. A Follett EMA also entitles the customer to a free loaner device if repairs take longer than expected.

Follett 2500 RFID System (RFID)
The Follett 2500 RFID System is designed to enable Destiny Library Manager to utilize RFID technology for easier circulation (including self-checkout), faster inventory, and greater book security. This system is based on very straightforward barcode emulation logic so that once a book RFID tag is read it behaves in the same manner as a barcode within Destiny. In this way, any existing processes or reports remain unaffected.

The hardware devices are simple “plug & play” installation and can be easily used by anyone. The system consists of these 5 major components:

- RFID High Frequency Tags
- RFID Encoder with Barcode Scanner
- RFID Read with Antenna Pad
- RFID Cordless Inventory “Blade” scanner
- RFID Security Gates

Post Implementation Support Services

District Technical Support
District Technical Support is included with your Destiny Service Agreement, and features the following services:

- Software updates during the year
- Toll-free telephone technical support for designated Customer contacts
- 24/7 customer Web Portal, with searchable online knowledge base
- Unlimited email support
- Training toolkits (lesson plans, quick reference guides, and videos)
APPLICATION AND AGREEMENT FOR USE OF SCHOOL FACILITIES

Request is hereby made for the use of the following school property at:

☐ Elementary School  ☐ Intermediate School  ☑ High School  ☐ Mission High  ☐ District Office  ☐ Other:

Please check the facilities needed and include any special instructions needed:

☐ Multi-Use Room & Stage
☐ Multi-Use Room & Kitchen
☐ Classroom No(s).
☐ Library
☐ Gymnasium
☐ Boys Shower Room
☐ Girls Shower Room
☐ Playfield
☑ Football Field
☐ Stage Facilities
☐ Baseball Field
☐ Softball Field

Organization/Sponsor:  

DURHAM JR TROJANS

 Fees: All users will be charged for staff time outside of normal working hours. School-related users are exempt from facility charges; all others will be billed according to the appropriate fee schedule.

Organization Type:

☐ School-Related  ☑ Non-Profit  ☐ Religious Group  ☐ For-Profit/Private Business/Group  ☐ Other

Description of Activities: 5 Football games per Saturday until playoffs.

The organization/sponsor agrees to and does hereby indemnify and hold harmless the Durham Unified School District, its officers, agents and employees from every claim or demand made, from every liability, loss, damage, or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Death or bodily injury to persons, loss of or injury to property, or any loss, damage or expense which may have been sustained by the District or any persons, firm or corporation employed by the District upon or in connection with the activity called for in this agreement.

(b) Any injury to or death of persons or damage to property, any loss or theft sustained by persons, firms or corporations including the organization/sponsor arising from any act of neglect, default, omission, negligence or willful misconduct of the organization/sponsor or any person, firm or corporation employed by the organization/sponsor, either directly or by independent contract and attributable in connection with the activity covered by this agreement, on or off District property.

The organization/sponsor, at his/her own expense, cost and risk, shall defend any and all actions, suits or other proceedings that may be brought or instituted against the District, its officers, agents or employees and shall pay or satisfy any such claim, demand, liability or judgment rendered against the District, its officers, agents, or employees in any action, suit or other proceedings as a result of the activity called for in this agreement.

(c) The party wishing to use the district's facilities agrees to provide a certificate of insurance naming the DURHAM UNIFIED SCHOOL DISTRICT in the minimum amount of $1,000,000 as a co-insured for the date(s) of the activity. The certificate of insurance is to be attached to this form upon submission to the school district. Any party who is unable to secure a certificate of insurance may request to be placed on the next Board agenda. At that time, the Board of Trustees may consider waiving this requirement. (Certificate of insurance must be attached.)

The undersigned, as duly authorized representative for , states that to the best of his/her knowledge, the school property for use of which application is hereby made will not be used for the commission of any crime or any act which is prohibited by law.

The undersigned further declares that, the organization on whose behalf he/she is applying for the use of school property, upholds and defends the Constitutions of the United States and the State of California.

Ryan Valetty  President
(Name and Title or Office Held
530-624-4224
(Telephone Number

Signature 8/25/17

Address, City, State, Zip

Application approved: 

Principal

Facility charge: # Rooms #Days # Hours Rate $ 500 per set for 5 games = $500

Additional charges:

☐ Custodial Hours @ Rate $ (including statutory benefits) $100 per playoff game - 3 games = $

☐ Cafeteria Hours @ Rate $ (including statutory benefits) $ per sat = $

☐ Other supplies = $

☐ Other = $

Grand Total = $
APPLICATION AND AGREEMENT FOR USE OF SCHOOL FACILITIES

Request is hereby made for the use of the following school property at:

☐ Elementary School  ☐ Intermediate School  ☐ High School  ☐ Mission High  ☐ District Office  ☐ Other: ________________

Please check the facilities needed and include any special instructions needed:

☐ Multi-Use Room & Stage
☐ Multi-Use Room & Kitchen
☐ Classroom No(s). ________________
☐ Library
☐ Gymnasium
☐ Boys Shower Room
☐ Girls Shower Room
☐ Playfield
☐ Football Field
☐ Stage Facilities
☐ Baseball Field
☐ Softball Field

$500 per weekend
All playoff games will be provided
for hours of work

Organization/Sponsor: Durham Jr. Trojans

Fees: All users will be charged for staff time outside of normal working hours. School-related users are exempt from facility charges; all others will be billed according to the appropriate fee schedule.

Organization Type:
☐ School-Related  ☐ Non-Profit  ☐ Religious Group  ☐ For-Profit/Private Business/Group  ☐ Other

Description of Activities:

| Football Games |

The organization/sponsor agrees to and does hereby indemnify and hold harmless the Durham Unified School District, its officers, agents and employees from every claim or demand made, from every liability, loss, damage, or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Death or bodily injury to persons, loss of or injury to property, or any loss, damage or expense which may have been sustained by the District or any persons, firm or corporation employed by the District upon or in connection with the activity called for in this agreement.

(b) Any injury to or death of persons or damage to property, any loss or theft sustained by persons, firms or corporations including the organization/sponsor arising from any act of negligence, default, omission, negligence or willful misconduct of the organization/sponsor or any person, firm or corporation employed by the organization/sponsor, either directly or by independent contract and attributable in connection with the activity covered by this agreement, on or off District property.

The organization/sponsor, at his/her own expense, cost and risk, shall defend any and all actions, suits or other proceedings that may be brought or instituted against the District, its officers, agents or employees and shall pay or satisfy any such claim, demand, liability or judgment rendered against the District, its officers, agents, or employees in any action, suit or other proceedings as a result of the activity called for in this agreement.

The party wishing to use the district's facilities agrees to provide a certificate of insurance naming the DURHAM UNIFIED SCHOOL DISTRICT in the minimum amount of $1,000,000 as a co-insured for the date(s) of the activity. The certificate of insurance is to be attached to this form upon submission to the school district. Any party who is unable to secure a certificate of insurance may request to be placed on the next Board agenda. At that time, the Board of Trustees may consider waiving this requirement. (Certificate of insurance must be attached.)

The undersigned, as duly authorized representative for ___________ states that, to the best of his/her knowledge, the school property for use of which application is hereby made will not be used for the commission of any crime or any act which is prohibited by law.

The undersigned further declares that, ___________ the organization on whose behalf he/she is applying for the use of school property, upholds and defends the Constitutions of the United States and the State of California.

Signature: ______________________ Date: 6-22-17

Address, City, State, Zip: ________________________________

Application approved: ____________________

Principal: ____________________ Date: ________________

(For Business Office Use only) 8:30 AM

Facility charge: # Rooms ___ # Days ___ # Hours ___ Rate $ ___ 7-7-18 ___ $ ___

Additional charges:

☐ Custodial Hours ___ @ Rate $ ___ (including statutory benefits) 7-14-18-4-11-12-7-28 ___ $ ___

☐ Cafeteria Hours ___ @ Rate $ ___ (including statutory benefits) 4-1-12-8 ___ $ ___

☐ Other supplies ___ ☐ Other ___

Grand Total ___

President: ____________________ Telephone Number: (530) 624-4224

Name and Title or Office Held: ____________________ Date: ________________

(5/25/01)
CERTIFICATE OF LIABILITY INSURANCE

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFER NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy shall be unenrolled if self-insurability is waived, subject to the terms and conditions of the policy, certain policies may require an endorsement. A withdrawal of this certificate does not confer rights to the certificate holder in lieu of such endorsement.

PRODUCER: SADLER & COMPANY, INC.
P.O. BOX 5866
COLUMBIA, SOUTH CAROLINA 29220-5866

CONTACT NAME: Sports Dept
E-MAIL ADDRESS: ay@sadlersports.com
PRODUCER CUSTOMER ID:

INSURED

AMERICAN YOUTH FOOTBALL, INC.
AMERICAN YOUTH CHEER AS MEMBERS OF
Northern California Federation Junior Youth Football
C/O Sean Moore
3588 Auburn Drive
Redding, CA 95091

Application ID: 199561

COVERAGES

CERTIFICATE NUMBER

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED, NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERMIT, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR | TYPE OF INSURANCE | ADDL INSUR | SUB WWD | POLICY NUMBER | POLICY EFF (MM/DD/YYYY) | POLICY EXP (MM/DD/YYYY) | LIMITS |
---|---|---|---|---|---|---|---|
A | GENERAL LIABILITY | | | | | |
| | COMMERCIAL GENERAL LIABILITY | | | | | |
| | CLAIMS MADE | | | | | |
| | OCCUR | | | | | |
| | | | | | | |
| | GEN'L AGGREGATE LIMIT APPLIES | | | | | |
| | PER | | | | | |
| | POLICY PROJECT LOC | | | | | |

| B | AUTO MOBILE LIABILITY | | | | | |
| | ANY AUTO | | | | | |
| | ALL OWNED AUTOS | | | | | |
| | SCHEDULED AUTOS | | | | | |
| | NON-OWNED AUTOS | | | | | |

| C | SEXUAL ABUSE / MOLESTATION | | | | | |
| | | | | | | |

| D | WORKERS COMPENSATION | | | | | |
| | AND EMPLOYERS' LIABILITY | | | | | |
| | ANY PROPRIETOR / PARTNER / EXECUTIVE Y/N OFFICER / MEMBER EXCLUDED | | | | | |
| | (Arbitrate in NH) | | | | | |
| | N/A | | | | | |

| E | PARTICIPANT ACCIDENT | | | | | |
| | | | | | | |

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

RE: COVERED SPORTS
NOTE: The maximum number of players cannot exceed 36 players per team. Tackle Football - Ages 9 & Under (42 teams), Tackle Football - Ages 12 & Under (42 teams), Tackle Football - Ages 15 & Under (21 teams), Cheer / Dance / Step / Majorette Squads / Inspiration - Class 1 (no charge) (105 teams)
MEMBER LEAGUES: See Attached
The certificate holder is added as an additional Insured, but only with respect to the liability arising out of the operations of the insured above.

CERTIFICATE HOLDER

PROPERTY OWNER / LESSOR
Durham Unified School District
9455 Putney Drive
Durham, CA 95938

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE (company A)

AUTHORIZED REPRESENTATIVE (company B)

Coverage is only extended to U.S. states and activities

NOTICE TO TEXAS INSURERS: The insurer for the purchasing group may not be subject to all the insurance laws and regulations of the State of Texas.

ACORD 25 (2014/01)

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ENDORSEMENT NO. 0000

ATTACHED TO AND FORMING A PART OF POLICY NUMBER
KRS0000006917600

ENDORSEMENT EFFECTIVE DATE
06/12/2017

NAMED INSURED
Northern California Federation Junior Youth Football

AGENT NO.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED ON OWNERS AND/OR LESSORS OF PREMISES, SPONSORS OR CO-PROMOTERS

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

The policy is amended to include as an additional insured any person or organization of the types indicated by an "X" in any boxes shown below, but only with respect to liability arising out of your operations:

[X] Owners and/or lessors of the premises leased, rented, or loaned to you, subject to the following additional exclusions:
   a. This insurance applies only to an "occurrence" which takes place while you are a tenant in the premises;
   b. This insurance does not apply to "bodily injury" or "property damage" resulting from structural alterations, new construction or demolition operations performed by or on behalf of the owner and/or lessor of the premises;
   c. This insurance does not apply to liability of the owners and/or lessors for "bodily injury" or "property damage" arising out of any design defect or structural maintenance of the premises or loss caused by a premises defect.

With respect to any additional insured included under this policy, this insurance does not apply to any negligence of such additional insured.

[X] Sponsors
[X] Co-Promoters
[X] Any individual person(s) or organization(s) listed below coaches, officials and volunteers while acting within the scope of their duties for the insured.

KR-GL-56 (4-07)

Page 1 of 1
FACILITIES AGREEMENT

Durham Youth Football and Durham Unified School District (DUSD) have agreed for the 2016 Season, which consists of July 2016 through November 2016 on the following terms:

The following facilities at Durham High School (later identified in this agreement as DUSD) will be made available to Durham Youth Football (later identified in this agreement as DYF) for home game events to include August 27, September 10, October 1 and October 15. If DYF qualifies in playoffs, an additional game will be added Oct 29 and possibly in November (Date TBA). These fees will include all direct costs for the use of the facility. The actual hours worked by the school custodian multiplied by the overtime rate will be the formula used to help determine the direct cost price. The custodian will be expected to be present for the duration of the event, except for their three 15 minute breaks and one half hour lunch. The approximate hours for the event will be 12 hours beginning at 6:30 a.m. -- 6:30 p.m. The $1000 fee does not include the lining of the football field when required. The DYF agrees to pay the additional direct cost to have the field lined when necessary. The fees for the use of the DHS facilities and personnel charges will be paid by DYF to DUSD within 10 calendar days of each home game. These fees will be subject to review and mutual agreement to change if it is determined that the $1,000 does not meet the direct costs of the event.

The use agreement allows the DYF program to have the use of the football stadium including the concession stand, restrooms, the stadium, press box, and the
adjacent parking lots for all home games. DYF agrees to provide its own marked security for their events. Along with the use of the facilities the DYF will also use the following DHS equipment during home games: (old set) yard markers, down counter, chains, goal posts pads, and public address system. DYF will not need the use of any exterior lighting for their home games or event; however, in the event the lighting is required the DYF agrees to pay the additional utility costs that would be associated to that use at an amount that is mutually agreed upon at the time.

Practice will require enough turf area for 5 football teams and 5 cheer squads to practice (approx 1000 sq yards). DYF practices will be at the open field adjacent to the JV baseball field; however if the DUSD finds there it too much wear on the fields or the practices conflict with District winter sporting events, DYF agrees to move practices to the fields adjacent to the softball fields. Practices will not take place in the football stadium. Locker room access is not needed. DYF agrees to notify all participants and their supporting fans, coaches, referees, etc. that there is no smoking or alcoholic beverages on the entire school grounds including the parking lots and further DYF agrees to help monitor this at all home games and practices. DYF will also notify all participants and their supporting fans, coaches, referees, etc. that there are no animals allowed beyond the fence of the football stadium.

All normal activities involved with football practice and games will be covered by an insurance policy provided by Nor Cal Federation Youth Football and Cheer. A copy of the current policy naming DUSD as additionally insured will be made available to DUSD. Durham Youth Football agrees to be made financially responsible for any damages to any high school resources that occur during a youth football
event. Once damages are identified and mutually agreed upon DYF will come up with a plan to either have the items repaired or replaced; whichever is most cost effective and meets both parties’ requirements within 10 days of being identified.

The term of this agreement is stated as the 2016 Season, which includes July 2016 through November 2016. Termination for cause may be done by either party with immediate action. Termination for convenience must be done with a 30 day notice to either party.

DUSD Superintendent

DHS Principal

DUSD MOT Director

DYF President

--------Ryan Vanella

7/1/16
THIS AGREEMENT is made and entered into this day __________________, 2017, in the County of Butte, State of California, by James Galloway the sole proprietor of JEG Consulting, and Durham Unified School District hereinafter called the “District”.

WITNESSETH:

WHEREAS, the District is pursuing E-Rate discounts to help fund the Technology Project(s)

WHEREAS, the District has determined that it has a need to enter into this Agreement with JEG Consulting for the E-rate application services described herein;

NOW THEREFORE, it is mutually agreed by the parties hereto, as follows:

Article 1. Contract with JEG Consulting: The District hereby contracts with JEG Consulting to perform the necessary E-rate application services as hereinafter set forth.

Article 2. JEG Consulting Services and District Responsibilities:
JEG Consulting hereby agrees to perform the following E-rate application services set forth to the satisfaction of the District and described in Attachment A: The district agrees to provide the information required by the dates shown in Attachment A.

Article 3. JEG Consulting Fee: The District shall pay JEG Consulting for the performance of E-rate application services for the Form 470 (Phase 1), and Form 471 (Phase 2). The total contract amount is two thousand five hundred dollars, ($2,500).

Article 4. Payments: Payment of JEG Consulting fees shall be made pursuant to the following schedule after receipt and approval by district of such reports as District may specify to verify the satisfactory performance by JEG Consulting of the work to which each payment pertains. One thousand two hundred fifty dollars ($1,250.00) will be paid upon completion of the form 471 applications and item 21 submittals. The balance ($1,250.00) will be paid upon the notice of acceptance from the SLD of the form 486 for all funded applications but no later than May 30, 2019. All invoices due and payable net 30 days.

Article 5. Time of performance and Term of Agreement: The services called for under this agreement shall be provided by JEG Consulting during the period commencing on the date of the contract and ending upon completion of the project.

Article 6. Employee Benefits, Hold Harmless: JEG Consulting is a single person entity, therefore employee Benefits are not an element of this agreement. JEG Consulting agrees to indemnify and to hold free and harmless the District, its officers, agents, and employees from all loss, liability, damages, costs, or expenses that may or might at any time arise of be asserted
against District, its officers, agents and employees, arising by reason of, in the course of, or in connection with, the performance of this Agreement.

Article 7. Worker's Compensation Insurance: Since JEG Consulting is a single person entity/sole proprietorship, therefor there is no need to provide or hold the District accountable for any items in the area of workers compensation insurance.

Article 8. Confidentiality and Use of Information: JEG Consulting shall hold in trust for the District, and shall not disclose to any person, any confidential information. The District shall keep confidential information which is related to JEG’ Consulting research, development, trade secrets and business affairs, but does not include information which is generally known or easily ascertainable by nonparties through available public documentation. JEG Consulting shall advise District of any and all material used, or recommended for use by JEG Consulting to achieve the project goals, that are subject to any copyright restrictions or requirements.

Article 9. Administrator of Agreement: This Agreement shall be administered on behalf of the District. Any notice desired or required to be sent to a party hereunder shall be addressed to:
For District: Attn: Ron Sherrod Business Manager, 9420 Putney Drive P.O. Box 300, Durham, CA 95938-0300

For JEG: Attn: James E. Galloway, 115 Edgemont Drive, Oroville, CA. 95966

Article 10. Ownership of Work-Product: All products of work performed pursuant to this Agreement will be the sole property of the District except JEG Consulting proprietary information/products.

Article 11. Information provided to SLD, other parties, procurement: The District is solely responsible for the application information provided to the SLD, any suits or legal action by the SLD or other parties as a result of this application process is the responsibility of the District. Examples of this, but not limited to, may be related to fraudulent information provided to the SLD during the application process. It is the District responsibility to ensure District, SLD, and State procurement and bidding processes are followed.

Article 12. Termination of Agreement: The District may terminate this Agreement and will be relieved of all obligations under this Agreement should JEG Consulting fail to perform any of the terms and conditions hereof at the time and places set forth herein. In the event of such termination, JEG Consulting shall be paid the reasonable value of the services rendered up to the date of such termination, less any payments therefore made, as determined by the District. JEG hereby expressly waives any and all claims for damages or compensation arising under this Agreement in the event of such termination, except as set forth herein.

Article 13. Termination: The district or JEG Consulting may terminate this Agreement at any time and for any reason by giving written notice of such termination and specifying the effective date thereof, at least thirty (30) days before the effective date of such termination. If the Agreement is terminated by the District as provided in this section, JEG Consulting shall be entitled to receive compensation for any satisfactory work, as determined by the District, completed up to the receipt by JEG Consulting of notice of termination and the effective date of termination pursuant to specific request by the District for the performance of such work.
Article 14. **Status of JEG Consulting:** It is agreed that District is interested only in the results obtained from service hereunder and that JEG Consulting shall perform as an independent contract with sole control of the manner and means of performing the services required under this Agreement. JEG Consulting shall complete this Agreement according to its own methods of work which shall be in the exclusive charge and control of JEG Consulting and which shall not be subject to control or supervision by the District except as to the results of the work. JEG Consulting is, for all purposes arising out of this Agreement, an independent contractor and JEG Consulting shall not be deemed an employee of the District for any purpose. It is expressly understood and agreed that JEG Consulting shall in no event be entitled to any benefits to which District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker’s compensation benefits, sick or injury leave, or other benefits.

Article 15. **Alternations or Variance.** No alterations to this Agreement or variance from the provisions hereof shall be valid unless made in writing and executed by both of the parties hereto.

Article 16. **A.B. 1610:** If JEG Consulting personnel are in contact with students on a more than limited or occasional basis as determined by the District, JEG Consulting agrees to provide the District with: written certification under penalty of perjury that all of its employees who may come in contact with students have been fingerprinted and had their criminal histories checked and that none of these employees have been convicted of a serious or violent felony. This contract may, at the District’s discretion, be immediately terminated in the event JEG Consulting fails to comply with this law.

IN WITNESS WHEREOF the parties hereto have executed this Agreement as of the date hereinafove first written.

**Durham Unified School District: Ron Sherrod**  
District Representative, Business Manager

**Signature:** ________________________________

**Date:** 1/20/2017

**JEG Consulting:**

**JEG Representative:** Owner, Sole Proprietor, James E. Galloway

**Signature:** ________________________________

**Date:** 8/7/2017
JEG Consulting
Attachment “A”
E-rate Application Scope of Work Definition

The following describes the deliverables and the responsibilities for JEG Consulting and the District:

**JEG Consulting will:**

1. Advise District regarding eligible services.
2. Consult with the district and then construct and post the request for services on the EPC system.
3. Complete FCC form 470s
4. Complete FCC form 471s
5. Troubleshoot problems on submitted applications with District and SLD for form 470s and 471s
6. Advise on structure of filing form 470s, 471s to maximize discounts
7. Work with the district to answer questions from the PIA/SLD pertaining to their applications.
8. Completely explain and educate District representative(s) the application process when requested
9. Advise District on documentation for SLD application, i.e. inventory
10. Provide a Documentation Binder with copies of all 470/471 Applications files, in addition, any other documentation developed by JEG Consulting to assist in the application process.
11. Complete FCC form 486 as services are approved.
12. Compete FCC form 472 for those services which require this form.
13. Complete for 500 as required.
14. Services other than those listed such as Item 25 reviews, service substitutions, cabling design, cabling job walks, technology plan review will be provided on an hourly basis if desired by the district.

**The District will:**

1. Appoint a person responsible for interaction with JEG Consulting.
2. Meet with JEG Consulting to identify the Internal Connections (cabling, equipment, phone systems etc), funding requests for the upcoming year, (if applicable).

3. Provide the total student population and the AFDC or Free and/or Reduced Price Meal counts by school from the October count. This information needs to be provided to JEG Consulting by November 21, 2017. JEG will need a copy of the form sent to the state for meal reimbursement. If there is more than one school represented on the reimbursement form the district will provide JEG with a separate letter signed by the Superintendent which lists each school showing the total number of students, the number of students qualifying for free lunch and those qualifying for reduced lunch.

4. Assist with troubleshooting problems on submitted Form 470/471 applications

5. Assist and Review RFP for Posting (web and written specifications) to make sure they meet District guidelines and requirements

6. Maintain inventory information per SLD requirements.

7. Maintain all records related for at least 10 years
Durham Unified School District

Fund Raising Request Form

All fund raising projects/activities are to be approved by the school principal or the Board of Education at least one month prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTS account, Boosters account, or in the appropriate District account.

School: Durham Intermediate School
Club or Organization: PTS
Advisor/President: DeAnna Holman

Purpose of the fund raising project/activity:
Purchase technology for school 6th grade planners & 8th grade GIS promotion

Financial Goal of the project:
Minor: Estimated Gross ___________ Estimated Net ___________
Major: Estimated Gross ___________ Estimated Net ___________

Nature of project/activity (i.e., car wash):
Candy product sales

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):
Beginning: 11/1/17 Ending: 11/27/17 Approx. product delivery in December
Location: At home sales, distribution of product

Number of students to be involved: 240

Date: 11/31/17 Organization Officer's Signature

Date: 11/31/17 Advisor's Signature (if applicable)

Date: 11/31/17 Principal's Signature

Date: Student Body President's Signature

Date: Superintendent's Signature (if required)

White: Club Yellow: File Pink: ASB Files
Durham Unified School District

Fund Raising Request Form

All fund raising projects/activities are to be approved by the school principal or the Board of Education at least one month prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTS account, Boosters account, or in the appropriate District account.

School: Durham Intermediate School
Club or Organization: ASB
Advisor/President: Jeff Flores - Advisor

Purpose of the fund raising project/activity:
Raise funds for field trips, assemblies, extra-curricular activities

Financial Goal of the project:

<table>
<thead>
<tr>
<th>Minor: Estimated Gross</th>
<th>Major: Estimated Gross</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$12,000.00</td>
</tr>
</tbody>
</table>

Estimated Net Estimated Net

$11,000.00

Nature of project/activity (i.e., car wash):

JOE-A-THON

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):

Beginning: September 29, 2017 Ending: ______________

Location: DIS Quad

Number of students to be involved: 235 +/-

Date: ______________

Organization Officer’s Signature

Date: 9/5/17

Advisor’s Signature (if applicable)

Date: 9/6/17

Principal’s Signature

Date: ______________

Student Body President’s Signature

Date: 9/6/17

Superintendent’s Signature (if required)

White: Club Yellow: File Pink: ASB Files
Durham Unified School District

Fund Raising Request Form

All fund raising projects/activities are to be approved by the school principal or the Board of Education at least one month prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTS account, Boosters account, or in the appropriate District account.

School **Durham Intermediate School**

Club or Organization

Advisor/President **Lucia Will**

Purpose of the fund raising project/activity: **Technology for DIS**

Financial Goal of the project:

<table>
<thead>
<tr>
<th>Minor: Estimated Gross</th>
<th>25,000</th>
<th>Estimated Net</th>
<th>10,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major: Estimated Gross</td>
<td>20,000</td>
<td>Estimated Net</td>
<td>15,000</td>
</tr>
</tbody>
</table>

Nature of project/activity (i.e., car wash): **Crab Feed**

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):

Beginning: **Feb 10 6pm**

Ending: **Feb 10 10pm**

Location: **Durham Memorial Hall**

Number of students to be involved: __________

Date: **9/10/17**

Organization Officer’s Signature

Date: __________

Advisor’s Signature (if applicable)

Date: **9/10/17**

Principal’s Signature

Date: __________

Student Body President’s Signature

Date: __________

Superintendent’s Signature (if required)

White: Club

Yellow: File

Pink: ASB Files
DURHAM UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST

Date Submitted: 9-14-17

School Site: DES  Program: Lake Oroville Visitor Center Seat Count: 82
Requesting Party: Third Grade  Phone:  Cell: 
Purpose of Trip: Maidu Presentation + Landforms
Date of Trip: 10-19-17  Day of Week: Thursday
Contact Name: Ramie Pisenti  Cell: 518-5759

TYPE OF TRANSPORTATION REQUESTED

☑ School Bus  ☐ Charter  ☐ District Van  ☐ Parent Driver
Have DMV records been checked for parent driver  yes ☐ no ☐
Destination: Near Butte College “Landforms”
Lake Oroville Visitor Center
Address:  City:  State: 
Scheduled Departure Time: 8:45 AM  Scheduled Return Time: 1:00 PM
Payment Method: ☐ ASB Funds  ☐ PTS  ☐ Budget Transfer

APPROVALS:

Principal:  9/14/17  Superintendent:  9/15/17

Revised Form: 2/25/11
DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2017-2018
Revised Declaration of Need for year: 

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Durham Unified School District
Name of County: Butte County
District CDS Code: 61432
County CDS Code: 04

By submitting this annual declaration, the district is certifying the following:
- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 08/16/2017 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2018.

Submitted by (Superintendent, Board Secretary, or Designee):

Lloyd Webb
Name
530-895-4692 Fax Number
530-895-4675 Telephone Number
August 17, 2017 Date

PO Box 300, Durham, CA 95938 Mailing Address
lwebb@durhamunified.org Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County

Name of State Agency

Name of NPS/NPA

County CDS Code

County of Location
The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on __/__/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2018.

- Enclose a copy of the public announcement

Submitted by Superintendent, Director, or Designee:

Lloyd Webb

Name

530 895 4692
Fax Number

530 895 4675
Telephone Number

August 17, 2017
Title

PO Box 300, Durham, CA 95938
Mailing Address

lwebb@durhamunified.org
EMail Address

- This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS
Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

<table>
<thead>
<tr>
<th>Type of Emergency Permit</th>
<th>Estimated Number Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAD/English Learner Authorization</td>
<td>3</td>
</tr>
<tr>
<td>Bilingual Authorization</td>
<td>1</td>
</tr>
<tr>
<td>List target language(s) for bilingual authorization: Spanish</td>
<td></td>
</tr>
<tr>
<td>Resource Specialist</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian Services</td>
<td>1</td>
</tr>
</tbody>
</table>

LIMITED ASSIGNMENT PERMITS
Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:
<table>
<thead>
<tr>
<th>TYPE OF LIMITED ASSIGNMENT PERMIT</th>
<th>ESTIMATED NUMBER NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Subject</td>
<td>3</td>
</tr>
<tr>
<td>Single Subject</td>
<td>3</td>
</tr>
<tr>
<td>Special Education</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7</td>
</tr>
</tbody>
</table>

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?  
Yes ☐  No ☑

If no, explain.  **Limited Resources**

Does your agency participate in a Commission-approved college or university internship program?  
Yes ☑  No ☐

If yes, how many interns do you expect to have this year?  **Two (2)**

If yes, list each college or university with which you participate in an internship program.
California State University Chico

If no, explain why you do not participate in an internship program.  
N/A
### SUBJECT: Approve the Revision of the Transportation/MOT assignments for Car/Van Drivers.

### PREPARER: Ron Sherrod

### RECOMMENDATION:

<table>
<thead>
<tr>
<th>X</th>
<th>Approve</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Do Not Approve</td>
</tr>
<tr>
<td>□</td>
<td>Accept</td>
</tr>
<tr>
<td>□</td>
<td>Discuss</td>
</tr>
<tr>
<td>□</td>
<td>Information Only</td>
</tr>
</tbody>
</table>

### BACKGROUND:

At the beginning of every school year it is necessary to make certain hourly adjustments for classified Transportation and MOT staff as the routes and needs of students evolve. We are proposing the following changes in Car/Van Driver positions:

- Car/Van Driver: Decrease 3.75 hours from 31.25 hours to 27.50 hours weekly.
- Car/Van Driver: Increase 10.75 hours from 10.00 hours to 15.75 hours weekly.
- Car/Van Driver: Decrease 8.50 hours from 21.25 hours to 12.75 hours weekly.

**Total Net Change = Decrease 1.50 hours weekly**
### CHICO ROUTE

**Monday = 5 Hours**
- 6:30-8:45
- 11:00-12:00
- 1:40-3:25

**Tuesday, Wednesday, Thursday = 5.75 Hours**
- 6:30-8:45
- 11:00-12:00
- 1:45-4:15

**Friday = 4.75 Hours**
- 6:30-8:45
- 1:45-4:15

**27.5 Hours Total / Week**

### OROVILLE ROUTE

**Monday, Tuesday, Thursday, Friday = 4.0 Hours**
- 6:30-9:00
- 1:45-3:15

**Wednesday = 5.25 Hours**
- 6:30-9:00
- 1:00-3:15

**20.75 Hours Total / Week**

### COOPER ATTENDANT

**Monday = .75 Hours**
- 8:15-8:30 (Cooper Attendant)
- 1:55-2:25 (Cooper Attendant)

**Tuesday - Friday = .75 Hours**
- 8:15-8:30 (Cooper Attendant)
- 2:55-3:25 (Cooper Attendant)

**4.25 Hours Total / Week**
# Passenger Car/Van Driver Hours (2017-2018)

## JOEY PM / JENNA WEDS.

**Tuesday, Thursday, Friday = 1.25 Hours**
1:40-2:55

**Wednesday = 2.25 Hours**
8:30-9:45
1:40-2:55

7.25 Hours Total / Week

## DURHAM/OROVILLE

**Monday = 3 Hours**
7:20-8:05
8:15-8:30
1:55-2:40
2:45-4:00

**Tuesday, Thursday, Friday = 2.25 Hours**
7:20-8:05
8:15-8:30
2:45-4:00

**Wednesday = 3 Hours**
7:20-8:05
8:20-9:20
2:45-4:00

12.75 Hours Total / Week
# Passenger Car/Van Driver Hours (2017-2018)

## CHICO ROUTE

**Monday = 5 Hours**  
6:30-8:45  
11:00-12:00  
1:40-3:25

**Tuesday, Wednesday, Thursday = 5.75 Hours**  
6:30-8:45  
11:00-12:00  
1:45-4:15

**Friday = 4.75 Hours**  
6:30-8:45  
1:45-4:15

27.5 Hours Total / Week

## OROVILLE ROUTE

**Monday, Tuesday, Thursday, Friday = 4.0 Hours**  
6:30-9:00  
1:45-3:15

**Wednesday = 5.25 Hours**  
6:30-9:00  
1:00-3:15

20.75 Hours Total / Week

## COOPER ATTENDANT

**Monday = .75 Hours**  
8:15-8:30 (Cooper Attendant)  
1:55-2:25 (Cooper Attendant)

**Tuesday - Friday = .75 Hours**  
8:15-8:30 (Cooper Attendant)  
2:55-3:25 (Cooper Attendant)

4.25 Hours Total / Week
## Passenger Car/Van Driver Hours (2017-2018)

### JOEY PM / JENNA WEDS.

- **Tuesday, Thursday, Friday = 1.25 Hours**
  - 1:40-2:55

- **Wednesday = 2.25 Hours**
  - 8:30-9:45
  - 1:40-2:55

- **7.25 Hours Total / Week**

### DURHAM/OROVILLE

- **Monday = 3 Hours**
  - 7:20-8:05
  - 8:15-8:30
  - 1:55-2:40
  - 2:45-4:00

- **Tuesday, Thursday, Friday = 2.25 Hours**
  - 7:20-8:05
  - 8:15-8:30
  - 2:45-4:00

- **Wednesday = 3 Hours**
  - 7:20-8:05
  - 8:20-9:20
  - 2:45-4:00

- **12.75 Hours Total / Week**
DURHAM UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

RESOLUTION NO. 18-05

WHEREAS, due to a lack of work and/or lack of funds, this Board of Trustees, pursuant to the recommendation of the Superintendent, finds it to be in the best interest of the District to eliminate or reduce the work year of classified positions as set forth below:

- Reduce one (1) 6.25 hour Car/Van Driver position to 5.50 hours
- Reduce one (1) 4.50 hour Car/Van Driver position to 2.55 hours

NOW THEREFORE, BE IT RESOLVED that no later than sixty (60) days after notice is given to any and all affected employees, the classified positions of the District be eliminated or reduced to the extent set forth above.

BE IT FURTHER RESOLVED that the District Superintendent be hereby authorized to give notice(s) of layoff to classified employee(s) of the District pursuant to the District's rules and regulations, applicable provisions of Education Code, and the collective bargaining agreement between the District and the California School Employees Association Chapter #478 as soon as legally possible.

The foregoing Resolution was passed and adopted at a regular meeting of the Governing Board on, September 20, 2017, by the following vote:

AYES:

NOES:

ABSENT:

DATE: ____________________________

GOVERNING BOARD OF THE
DURHAM UNIFIED
SCHOOL DISTRICT

By ____________________________
Secretary of the Governing Board
DURHAM UNIFIED SCHOOL DISTRICT  
Board Meeting Date: 9-20-2017

SUBJECT: Special Education Para Educator

PREPARER: Terry Quinto, Director of Special Education & School Psychologist

RECOMMENDATION:  
X Approve  ☐ Do Not Approve  
☐ Accept  ☐ Discuss  
☐ Information Only

BACKGROUND: Additional special education para educator support is needed in our DES mild/moderate Special Day Class (SDC): 4 hours/day; 5 days/week

- Our SDC currently has 15 special education students, including 5 kindergartners who came from Loma Vista this school year, 4 of whom are considered “very high needs” and require one on one assistance when outside of the SDC environment (including time spent at PE, library, VAPA, Reading Discovery, and recess per their Individualized Education Plans [IEP]).
  - Currently there are three special education para educators to help support all 15 students. This does not adequately meet the needs of the new students or allow for meeting the service needs of our first through fifth grade SDC students.
- Our Special Day Class students exhibit a wide range of academic and behavioral needs, and eligibility categories (e.g. Autism, Intellectual Disability, Speech/Language Impairment, etc.).
  - As a result, there are usually four to five different intervention groups running at the same time to meet each student’s individual IEP goals and legal IEP service requirements (groups usually consist of 3 to 5 students). Due to the new high needs Kindergarten SDC students, there are now many times each day in which there are four groups in the room with only three adults to run those groups.
- Mr. Anderson has been unable to sufficiently support his non-kindergarten SDC students with the current staff level.
- Least Restrictive Environment (LRE) requires that all special education students be with their non-disabled peers to the maximum amount possible. DES is committed to providing a more inclusive model of service, however, with the current staff support there is not enough staff to allow for adequate “push-in” time for our SDC students.
- The need to support these new high needs students is not expected to decrease next school year.

Hiring an additional special education para educator would allow the following:

- Keep DUSD legally defensible by providing required support for our SDC students.
- Avoid the need to move one or more of our SDC students to a more restrictive environment.
  - Such a move would cost substantially more in billback costs than the cost of a part-time special education para educator.
- A safer, more conducive learning environment for all of our DES SDC students.
- To provide adequate support to SDC students when they are outside of the SDC setting (examples include: general education setting, PE, VAPA, recess, library, field trips, recess, etc.) as per their IEP services.
- Push-in/support/service during grade level reading discovery groups.
- Time for Mr. Anderson to work with staff and all of his students during intervention groups.
- Time for Mr. Anderson to accomplish assessment of students to regularly keep required data.
- Avoid having individual staff members running two or more groups at a time, which often results in significant behavioral difficulties.
CSBA Sample
Board Policy

Students

SUICIDE PREVENTION

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the Governing Board of any district serving students in grades 7-12 adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide) with specified components. Those components are addressed in the following policy and the accompanying administrative regulation. Also see the California Department of Education’s model policy required by Education Code 215.

The following policy and accompanying administrative regulation should be revised to reflect district practice. Pursuant to Education Code 215, the policy must be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. It is recommended that districts also consult with legal counsel and the district’s risk manager or insurance carrier, as appropriate.

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

(cf. 1020 - Youth Services)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Such measures and strategies shall include, but are not limited to:

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy address any training to be provided to teachers of students in grades 7-12 on suicide awareness and prevention. See the accompanying administrative regulation for additional language fulfilling this mandate. In addition, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor. Item #1 may be revised to specify other categories of employees who will receive the training.

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the secondary grades

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
SUICIDE PREVENTION (continued)

Note: Items 2-7 below reflect optional strategies for suicide prevention, intervention, and postvention and may be revised to reflect district practice.

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
   (cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
   (cf. 5131 - Conduct)
   (cf. 5131.2 - Bullying)
   (cf. 5137 - Positive School Climate)
   (cf. 5145.3 - Nondiscrimination/Harassment)
   (cf. 5145.7 - Sexual Harassment)
   (cf. 5145.9 - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6. Crisis intervention procedures for addressing suicide threats or attempts

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy specifically address the needs of high-risk groups, including, but not limited to, those listed in the following paragraph. See the accompanying administrative regulation for additional language fulfilling this mandate.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Legal Reference: (see next page)
SUICIDE PREVENTION (continued)

Legal Reference:
EDUCATION CODE
215 Student suicide prevention policies
32280-32289 Comprehensive safety plan
49060-49079 Student records
49602 Confidentiality of student information
49604 Suicide prevention training for school counselors
GOVERNMENT CODE
810-996.6 Government Claims Act
PENAL CODE
11164-11174.3 Child Abuse and Neglect Reporting Act
WELFARE AND INSTITUTIONS CODE
5698 Emotionally disturbed youth; legislative intent
5850-5883 Mental Health Services Act
COURT DECISIONS

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS
Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
Preventing Suicide: A Toolkit for High Schools, 2012
WEB SITES
American Association of Suicidology: http://www.suicidology.org
American Foundation for Suicide Prevention: http://afsp.org
American Psychological Association: http://www.apa.org
American School Counselor Association: http://www.schoolcounselor.org
California Department of Education, Mental Health: http://www.cde.ca.gov/lis/cg/mh
California Department of Health Care Services, Suicide Prevention Program: http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx
Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth
National Association of School Psychologists: http://www.nasponline.org
National Institute for Mental Health: http://www.nimh.nih.gov
Trevor Project: http://thetrevorproject.org
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov
CSBA Sample
Administrative Regulation

Students

SUICIDE PREVENTION

Note: Pursuant to Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), districts serving students in grades 7-12 are mandated to adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide). See the accompanying Board policy. The following administrative regulation provides additional strategies that fulfill the mandate and may be revised to reflect district practice.

Examples of suicide prevention strategies are available in the California Department of Education's (CDE) model policy created in response to AB 2246, the U.S. Department of Health and Human Services publication Preventing Suicide: A Toolkit for High Schools, and resources issued by other state and federal agencies and organizations. For further information about strategies to protect students from bullying, cyberbullying, and other harassment, see BP 5131 - Conduct, BP 5131.2 - Bullying, BP 5145.3 - Nondiscrimination/Harassment, and BP 5145.9 - Hate-Motivated Behavior.

Staff Development

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy and procedures address any training to be provided to teachers of students in grades 7-12 on suicide awareness and prevention. In addition, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor. The following section may be revised to reflect district practice.

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students at the secondary level. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy specifically address the needs of high-risk groups; see the accompanying Board policy. One strategy to specifically address their needs is to increase staff awareness of the higher rates of suicide among these groups, as provided in item #1 below.
SUICIDE PREVENTION (continued)

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Instruction

Note: The state's content standards for health education include voluntary standards pertaining to mental, emotional, and social health at selected elementary and secondary grades and suicide prevention instruction at grade 7 or 8 and in high school. The district may revise the following paragraph to reflect grade levels offered by the district.
SUICIDE PREVENTION (continued)

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Develop coping and resiliency skills and self-esteem

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 1020 - Youth Services)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.6 - School Health Services)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2 - Guidance/Counseling Services)

Intervention

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy and procedures address suicide intervention. The following section should be revised to reflect district practice.

In addition, the district may choose to incorporate crisis intervention strategies in its comprehensive school safety plan adopted pursuant to Education Code 32280-32289; see BP/AR 0450 - Comprehensive Safety Plan.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.
SUICIDE PREVENTION (continued)

Note: Education Code 49602 generally protects the confidentiality of information of a personal nature disclosed to a school counselor by a student age 12 years or older or by a parent/guardian. However, in certain circumstances, the counselor may disclose such information to avert a clear and present danger to the health, safety, or welfare of the student. Also see BP 6164.2 - Guidance/Counseling Services.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5141 - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.
SUICIDE PREVENTION (continued)

(cf. 5125 - Student Records)

Note: The following paragraph is optional. If a student's parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide, the Superintendent or designee shall consider whether a referral to child protective services for child neglect is needed. Pursuant to Penal Code 11164-11174.3, the Child Abuse and Neglect Reporting Act, school employees who are mandated reporters are required to report child abuse or neglect, as defined in law, when they have knowledge of or reasonably suspect that a child is a victim of child abuse or neglect. See BP/AR 5141.4 - Child Abuse Prevention and Reporting.

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Postvention

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy and procedures address suicide postvention. The following section should be revised to reflect district practice.

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

Note: Research has identified an increased risk of suicide among youth who are grieving the suicide of another (so-called "suicide contagion"). The National Association of School Psychologists, in its Preventing Suicide, Guidelines for Administrators and Crisis Teams, recommends that memorials should be implemented with care so as not to sensationalize or glamorize suicide and thereby increase the suicide risk to other students. If a memorial is conducted for a student who dies by suicide, the association suggests a living memorial, such as making donations to a local crisis center, participating in an event that raises awareness about suicide prevention, or providing other opportunities for service activities in the school.
SUICIDE PREVENTION (continued)

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.
Durham USD
Board Bylaw
Student Board Members

BB 9150
Board Bylaws

The Governing Board believes that engaging the student body and seeking its input and feedback regarding the district’s educational programs and activities are vital to achieving the district’s mission of educating district students. To enhance communication between the Board and the student body and to encourage student involvement in district affairs, the Board shall include one student Board member from each high school in accordance with procedures approved by the Board.

The term of a student Board member shall be one trimester, commencing July 1 of each year. A student Board member shall have the right to attend all Board meetings except closed (executive) sessions. (Education Code 35012)

(cf. 9321 - Closed Session Purposes and Agendas)

Selection and Term

High school students are eligible for the position of student Board member. The high school will select one student for a one-trimester term. Each student will be seated at the board table for one trimester based on the adopted instructional calendar and serve as an alternate for the entire year. The term of office shall be July 1 - June 30. The students who are not seated will serve as alternates.

Rights and Duties of Student Board Member

The student Board member shall have the right to attend all Board meetings except closed sessions, shall be seated with regular Board members, and shall be recognized at meetings as a full member. He/she may participate in questioning witnesses and discussing issues and shall receive all materials presented to Board members except those related to closed sessions.

(cf. 9322 - Agenda/Meeting Materials)

The duties of the student Board member include the following:

* To provide continuing input for Board deliberations;

* To strengthen communication between the Board and district students; and

* To represent all students and facilitate the discussion of all sides of issues.
These duties do not preclude the student Board member from stating his/her individual opinion.

A student Board member shall not receive compensation for attendance at Board meetings.

A student Board member may cast preferential votes on all matters except those subject to closed session discussion. Preferential votes shall be cast prior to the official Board vote and shall not affect the final numerical outcome of a vote. Preferential votes shall be recorded in the Board meeting minutes. No preferential vote may be solicited on matters subject to closed session discussion.

(cf. 9324 - Minutes and Recordings)

Inability to Attend Meetings

If the student Board member is unable to attend a meeting of the Board, one of the alternate student Board members may sit in his/her place. If the position of student Board member becomes vacant, the alternates shall complete the term.

Legal Reference:
EDUCATION CODE
33000.5 Appointment of student members to State Board of Education
35012 Board members; number, election and terms; pupil members
GOVERNMENT CODE
3540-3549.3 Educational Employment Relations Act

Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Association of Student Councils: http://www.casc.net
National School Boards Association: http://www.nsba.org

Bylaw DURHAM UNIFIED SCHOOL DISTRICT
adopted: ------------ Durham, California
revised:
DURHAM USD
Administrative Regulation
Student Board Members

AR 9150
Board Bylaws

In the spring of each year, the administration will seek recommendations from Durham High School staff, and shall appoint three members and one alternate of its student body to serve as Student Board Members for the following year, July 1 to June 30.

Each student shall be seated at the Board table for one trimester based on the adopted instructional calendar (school session days) as follows:

First trimester: School session days 1-60 of the current year.
Second trimester: School session days 61-120 of the current year
Third trimester: School session days 121-180 of the current year

One student will serve as the alternate for the entire year.

Following are suggested criteria for selection of the student:

1. The student will be a senior the year he/she serves as Student Board Member
2. The student has exhibited qualities of leadership on the school campus and/or in the community
3. The student has a grade point average of 3.0 or higher
4. The student is able and willing to attend regular and special Board meetings as scheduled (typically one time per month) in the evening, report each meeting on student activities and provide a student perspective to issues addressed by the Board.

DURHAM UNIFIED SCHOOL DISTRICT
Durham, California

Regulation approved: ---------
revised: --------
DURHAM UNIFIED SCHOOL DISTRICT
9420 Putney Drive
Durham, CA 95938
530-895-4675

Notice of Public Hearing

The Durham Unified School District will hold a public hearing regarding:

- Compliance with Education Code Section 60119, Sufficiency of Instructional Materials.

The above-noticed public hearing will be held during the regularly scheduled board meeting on Wednesday, September 20, 2017, beginning at 7:00 p.m. at the District Office, located at 9420 Putney Drive, Durham, CA.

For additional information, contact the District Office at 530-895-4675 x 227

Posted August 11, 2016 at the following locations:

- Durham Elementary School
- Durham Intermediate School
- Durham High School
- Durham Post Office
- Durham Recreation and Park District Office
- Durham Memorial Hall
- Durham Unified School District Office

- ** NOTE: If you require special accommodations to participate in the meeting, please contact Tina Blenn, District Secretary 48 hours in advance at 530-895-4675 x 227
DURHAM UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 18-01

SUFFICIENCY OF INSTRUCTIONAL MATERIALS

Whereas, the Governing Board of the Durham Unified School District, in order to comply with the requirements of Education Code 60119, held a public hearing on September 20, 2017 during its regularly scheduled board meeting beginning at 7:00 o’clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Durham Unified School District, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including English learners, has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas between the 2008-09 through the 2017-18 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Durham Unified School District, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

Finding of Sufficient Instructional Materials

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

Mathematics
Science
History-social science
English/language arts, including the English language development component of an adopted program

Whereas, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and;
Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2017-2018 school year, the Durham Unified School District, has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED THIS 20th day of September, 2017 at a meeting by the following vote:

AYES:______

NOES:______

ABSENT:______

Attest:

Lloyd Webb, Secretary                     Ed McLaughlin, President
Certification of Provision of Standards-Aligned Instructional Materials

The local governing board of the Durham Unified School District hereby certifies that as of this date, each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbook or basic instructional materials in each of the following areas:

- Mathematics
- Science
- History-social science
- English/language arts, including the English language development component of an adopted program.

All students who are enrolled in the same course within the Durham Unified School District have standards-aligned textbooks or instructional materials from the same adoption cycle.

For students in K-8, the instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, Title 5, Section 9531.

For students in grades 9-12, the instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by CCR, Title 5, Section 9531.

Certification was approved by the local governing board at a public meeting held on Wednesday, September 20, 2017.

Dated: 9-20-2017

______________________________
Todd Southam, Clerk
RESOLUTION 18-02
Education Code 44256 (b)
(Departmentalized Classroom Assignment)

EC 44256(b) allows, by resolution of the governing board, the holder of a Multiple Subject or Standard Elementary Credential to teach any subject in departmentalized classrooms below grade 9 if the teacher has completed 12 lower or 6 upper division semester units of course work in the subject to be taught.

School District: Durham Unified School District School Year: 2017 - 2018

WHEREAS, the holder of a Multiple Subject or Standard Elementary credential is authorized to teach, by resolution of the governing board and with the consent of the teacher, any subject in a departmentalized classroom below grade 9 if the teacher has completed twelve semester units of course work, or six semester units of upper division or graduate course work, in the subject to be taught.

WHEREAS, approval for authorization to be assigned to teach in a departmentalized classroom below grade 9 under this education code assignment option must be granted by resolution of the governing board of the school district on an annual basis.

NOW, THEREFORE, BE IT RESOLVED, that the following teacher(s) are authorized to teach in a departmentalized classroom below grade 9 in accordance with EC 44256 (b):

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>CREDENTIAL(S) HELD</th>
<th>SUBJECT to be TAUGHT</th>
<th>GRADE LEVEL</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>Lisa Farrage-Johnson</td>
<td>Multiple Subject</td>
<td>Visual and Performing Arts</td>
<td>1-5</td>
<td>DES</td>
</tr>
</tbody>
</table>

PASSED AND ADOPTED by the Governing Board of the Durham Unified School District at its regular meeting held on the 20th day of September, 2017 by the following vote:

<table>
<thead>
<tr>
<th>AYES:</th>
<th>NOES:</th>
<th>ABSENT:</th>
</tr>
</thead>
</table>

Signed and Approved by the following:

<table>
<thead>
<tr>
<th>PRESIDENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLERK:</td>
</tr>
<tr>
<td>TRUSTEE:</td>
</tr>
<tr>
<td>TRUSTEE:</td>
</tr>
<tr>
<td>TRUSTEE:</td>
</tr>
</tbody>
</table>
RESOLUTION 18-03
Education Code 44258.2
(Departmentalized Classroom Assignment)

EC 44258.2 allows, by action of the local governing board, the holder of a Single Subject or Standard Secondary Credential to teach, grades 5 to 8 in a middle school, if the teacher has completed 12 lower or 6 upper division semester units of course work in the subject to be taught.

School District: Durham Unified School District School Year: 2017 - 2018

WHEREAS, the holder of a Single Subject or Standard Secondary credential is authorized to teach, by resolution of the governing board and with the consent of the teacher, any subject in a departmentalized classroom in grades 5 through 8 in a middle school if the teacher has completed twelve semester units of course work, or six semester units of upper division or graduate course work, in the subject to be taught.

WHEREAS, approval for authorization to be assigned to teach in a departmentalized classroom in grades 5 through 8 in a middle school under this education code assignment option must be granted by resolution of the governing board of the school district on an annual basis.

NOW, THEREFORE, BE IT RESOLVED, that the following teacher(s) are authorized to teach in a departmentalized classroom in grades 5 through 8 in a middle school in accordance with EC 44258.2

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>CREDENTIAL(S) HELD</th>
<th>SUBJECT to be TAUGHT</th>
<th>GRADE LEVEL</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheri Wiley</td>
<td>Mult. Subj./SS (PE/Ag)</td>
<td>Science</td>
<td>8</td>
<td>Durham Intermediate</td>
</tr>
</tbody>
</table>

PASSED AND ADOPTED by the Governing Board of the Durham Unified School District at its regular meeting held on the 20th day of September, 2017, by the following vote:

<table>
<thead>
<tr>
<th>YES:</th>
<th>NOES:</th>
<th>ABSENT:</th>
</tr>
</thead>
</table>

Signed and Approved by the following:

PRESIDENT:
CLERK:
TRUSTEE:
TRUSTEE:
TRUSTEE:
DURHAM UNIFIED SCHOOL DISTRICT

RESOLUTION 18-04
ADOPTING THE “GANN” LIMIT
(Normal, no increase to Limit pursuant to G.C. 7902.1)

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called “Gann Limits,” for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2016-17 fiscal year and a projected Gann Limit for the 2017-18 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2016-17 and 2017-18 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2016-17 fiscal year does not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

APPROVED, PASSED and ADOPTED by the Governing Board of the Durham Unified School District this 20th day of September, 2017, by the following vote:

AYES: 
NOES: 
ABSENT: 
ABSTAIN: 

ATTEST:

Ed McLaughlin, President
Governing Board
Durham Unified School District

Todd Southam, Clerk
Governing Board
Durham Unified School District
Drive student success with Study Island and NWEA™

Edmentum's practice and classroom assessment solution Study Island has partnered with Northwest Evaluation Association (NWEA™) to offer a fully integrated solution that uses a student's Measure of Academic Progress (MAP®) assessment results to create learning paths unique to each student in grades 2-12. Study Island and NWEA customers can accurately pinpoint academic strengths and weaknesses, targeting those areas with Study Island's rigorous, standards-based content. Each student will receive a unique learning path within Study Island based on their individual MAP Rasch unit (RIT) scores.

Why it works:

- Fully integrated MAP test results target specific Study Island content based on RIT scores
- Automatically generated learning paths individualize instruction
- Individual results drive student learning paths to reinforce key concepts
- Built-in reporting and immediate student feedback helps educators monitor results in real-time

What does a partnership between NWEA and Study Island mean for you?

Now, your MAP assessment scores become even more powerful. Use your performance data to drive focused practice in Study Island that automatically targets your learner's individual needs.
Schedule A

<table>
<thead>
<tr>
<th>PRODUCT NAME</th>
<th>QUANTITY</th>
<th>PRICE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
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<tr>
<td>implementation specialist, continued access to the Professional Development</td>
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<tr>
<td>Online courses and workshops, and a dedicated Account Manager for ongoing</td>
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<td></td>
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</tr>
<tr>
<td>support)</td>
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<tr>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>$2,500.00</strong></td>
</tr>
</tbody>
</table>

Notes: MAP Growth and MAP Growth K-2 licenses can be mixed to meet the needs of the district. We can determine license distribution at time of implementation at no cost.

This Schedule A is subject to NWEA's terms and conditions located at: [https://legal.nwea.org](https://legal.nwea.org). By signing this Schedule A you agree you have read and understood the terms and agree to them.

Please send the signed Schedule A to: scott.coffee@nwea.org


NWEA's W-9 can be found at: [https://legal.nwea.org/NWEA%20W-9.pdf](https://legal.nwea.org/NWEA%20W-9.pdf)

Until this Schedule A is signed, the terms identified here are valid for 90 days from the date above. Please confirm the billing address listed above on the left, or specify changes to your account manager.

Signature:                                                                 |
Printed Name:                                                               |
Date:                                                                      |
Title:                                                                     |
Pair Exact Path with Study Island to boost learning potential

As academic expectations for 21st century learners continue to rise, more personalized learning experiences are required. Integrate Edmentum’s research-based, proven online solutions Exact Path and Study Island to put students on a path toward success.

**Exact Path**
K–8 reading, language arts, and math

**Study Island**
K–12 math, ELA, science, and social studies

This two-pronged approach to learning allows you to:

**Promote Growth**
Exact Path individualizes learning to ensure that all students work at their appropriate instructional level. Data from adaptive diagnostic assessments provide accurate growth measures, while metrics from adaptive learning paths track progress.

**Encourage Proficiency**
Study Island ensures that students meet all on-grade-level expectations with over 600,000 practice and assessment items built to state standards. Data from flexible practice sessions and customizable classroom assessments track progress toward standards mastery.
Empower learning with Exact Path and Study Island

Together, Exact Path and Study Island allow you to diagnose strengths and needs and deliver proven instruction and practice to help all learners achieve growth and proficiency.

Meet Students Where They Are. Pinpoint each student’s precise instructional level using Exact Path’s adaptive diagnostic assessments. Each student then receives a tailored learning path to work on at his or her pace.

Achieve Grade-Level Expectations. In alignment with your scope and sequence, provide practice of grade-level standards using Study Island. Students work on high-quality practice and preparation that also mirrors high-stakes assessments.

Reassess and Monitor Growth. Regular Exact Path Progress Checks adapt a student’s learning path, and additional assessment administrations measure growth.

Reassess and Track Proficiency. Study Island Group Sessions and Built Tests offer customizable standards-based assignments and assessments to ensure standards mastery.

Review District, School, Class, and Student-Level Data. Use multiple data measures to track learning. Drive individualized learning and improve intervention using Exact Path, and support formative strategies and identify students’ strengths and needs in Study Island.

Study Island Topic Suggestions Added to Exact Path
Just in time for the 2017-18 school year, Study Island and Exact Path are linking up to help you improve student learning!
- See suggested Study Island topics listed in Exact Path when viewing student progress
- Leverage topic recommendations from within your Study Island account
- Connect instruction in Exact Path to additional practice and reinforcement in Study Island
- Provide additional differentiated opportunities to support all learning modalities

Contact us today for more information.
www.edmentum.com - 800.447.5286
Every Student Succeeds Act: The Evidence Base of Study Island

Founded in innovation, Edmentum is committed to being educators’ most trusted partner in creating successful student outcomes everywhere learning occurs. Part of this mission is our commitment to research. Edmentum is founded in research, originally funded through a number of grants that supported science and engineering education since 1960, and the company has been innovating ever since. Our research team includes psychometricians and education research specialists whose sole focus is on developing world-class, evidence-based curriculum; instruction; and assessment. The team’s purpose is to conduct valid and reliable research that provides meaningful data, improves teaching and learning, and supports the development of fair and equitable learning environments. Evidence of effectiveness is at the center of what our team does. The term “evidence-based” includes activities, strategies, and interventions used in an educational setting.

The U.S. Department of Education provides non-regulatory guidance for Using Evidence to Strengthen Education Investments (2016) advising that to meet the criteria of being evidence-based, an activity, strategy, or intervention must: 1) demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate, or promising evidence, or 2) demonstrate a rationale based on high-quality research findings or positive evaluation (Section 8101(21)(A) of the ESEA). Evidence levels include the criteria of study design, What Works Clearinghouse™ (WWC) Standards, favorable effects, other effects, and sample size and overlap. As a trusted partner in creating successful student outcomes everywhere learning occurs, our research team has assembled a reference guideline which aligns Edmentum products to the U.S. Department of Education rubric of Recommended Study Criteria for Each Evidence Level.

ESSA Level of Evidence

<table>
<thead>
<tr>
<th>Level of Evidence</th>
<th>ESSA Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Evidence</td>
<td>A well-designed and well-implemented randomized controlled trial</td>
</tr>
<tr>
<td>Moderate Evidence</td>
<td>A well-designed and well-implemented quasi-experimental study</td>
</tr>
<tr>
<td>Promising Evidence</td>
<td>A well-designed and well-implemented correlational study with statistical control for selection bias</td>
</tr>
</tbody>
</table>

Demonstrates Rationale Based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention

Additionally, the non-regulatory guidance provides educators with steps for continuous improvement. Continuous improvement includes 1) identifying local needs, 2) selecting relevant, evidence-based intervention, 3) planning for implementation, 4) implementing, and 5) examination and reflection. Edmentum has a team of qualified professional service educators who are able to provide support for continuous improvement.
Study Island Evidence Based Research

- **Level of Evidence:** WWJ Moderate Evidence (Quasi-Experimental)
- **Effect:** School districts implementing Study Island standards mastery with high utilization achieved significantly higher academic growth than districts with low implementation

Bugda, M. (2017). Identifying the Predictive Validity of the Study Island Benchmark as an Indicator of Achievement on the Grade 8 Mathematics PSSA. Master’s thesis, At King’s College, Wilkes-Barre, PA.*
- **Level of Evidence:** Promising Evidence (Correlational, Quantitative)
- **Effect:** Usage of Study Island formative benchmark tests positively predicted success in end of year state tests

- **Level of Evidence:** Promising Evidence (Correlational, Quantitative)
- **Effect:** Usage of Study Island formative Benchmark tests positively predicted success in end-of-year state tests

- **Level of Evidence:** Promising Evidence (Correlational, Quantitative)
- **Effect:** Usage of Study Island formative Benchmark tests positively predicted success in end-of-year state tests
- **Demographic Effect:** Findings of positive effect were tested and confirmed across gender and ethnic categories

- **Level of Evidence:** Demonstrates Rationale (Logic Model)
- **Effect:** Paper was a qualitative research review showing that practice testing and the mastery learning model are associated with positive learning outcomes

- **Level of Evidence:** Demonstrates Rationale (Logic Model)
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(*) Indicates independently published research
(**) Indicates third-party validation of study
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The U.S. Department of Education provides non-regulatory guidance for Using Evidence to Strengthen Education Investments (2016) advising that to meet the criteria of being evidence-based, an activity, strategy, or intervention must: 1) demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate, or promising evidence, or 2) demonstrate a rationale based on high-quality research findings or positive evaluation (Section 8101(21)(A) of the ESEA). Evidence levels include the criteria of study design, What Works Clearinghouse™ (WWC) Standards, favorable effects, other effects, and sample size and overlap. As a trusted partner in creating successful student outcomes everywhere learning occurs, our research team has assembled a reference guideline which aligns Edmentum products to the U.S. Department of Education’s Recommended Study Criteria for Each Evidence Level.

### ESSA Level of Evidence

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<td>Based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention</td>
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</table>

Additionally, the non-regulatory guidance provides educators with steps for continuous improvement. Continuous improvement includes 1) identifying local needs, 2) selecting relevant, evidence-based intervention, 3) planning for implementation, 4) implementing, and 5) examination and reflection. Edmentum has a team of qualified professional service educators who are able to provide support for continuous improvement.
Exact Path Evidence Based Research

- **Level of Evidence**: Demonstrates Rationale (Logic Model)
- **Effect**: This study evidences test performance of the US student population.

- **Level of Evidence**: Demonstrates Rationale (Logic Model)
- **Effect**: This study evidences the depth of knowledge consistency, categorical concurrence, rang-of-knowledge correspondence, and balance of representation of the diagnostic assessment.

- **Level of Evidence**: Promising Evidence (Correlational, Quantitative)
- **Effect**: The study demonstrates the high correlation between the Lexile scale and the Exact Path scale

- **Level of Evidence**: Moderate Evidence (Quasi-experimental)
- **Effect**: This study demonstrates growth of ELL learners using Exact Path.

- **Level of Evidence**: Demonstrates Rationale (Logic Model)
- **Effect**: This paper evidences the reliability and validity of Exact Path.

- **Level of Evidence**: Demonstrates Rationale (Logic Model)
- **Effect**: The paper was qualitative research review showing that practice testing and the mastery learning model are associated with positive learning outcomes

- **Level of Evidence**: Demonstrates Rationale (Logic Model)
- **Effect**: Paper was qualitative research review showing that practice testing and the mastery learning model are associated with positive learning outcomes

(**) Indicates third-party validation of study

Reference

State Evaluations and Approvals
- Michigan Approved Initial Assessment
- Nevada Distance Education Approved Course Provider

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## ORDER FORM

**Customer and Billing Address**
- **Customer No.:** 112945
- **Customer Name:** Durham Unified School District
- **Billing Address:** PO Box 300
  - Durham, CA 95938-0300

### Products and Services

<table>
<thead>
<tr>
<th>Products</th>
<th>Quantity</th>
<th>License Start Date</th>
<th>License End Date</th>
<th>License Term (In Months)</th>
<th>List Price for Term</th>
<th>Extended Price</th>
</tr>
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<tbody>
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<td>**</td>
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<tr>
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<td>***</td>
<td>***</td>
<td></td>
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</table>

**Subtotal:** $2,835.00

**Estimated Tax:** $0.00

**Total US Funds:** $2,835.00

**Unless otherwise specified in this Order Form, the Start Date for your license(s) will be one of the following: (a) the day immediately following the expiration date of the prior license term or (b) the date in which we have accepted your order and have issued log-in credentials for your software license.**

### Invoicing and Payment Terms
- The full amount of Your Order will be invoiced when accepted by Us. Payment is due 15 days after invoice date.

### Terms and Conditions
- For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at [http://www.edmentum.com/standard/terms](http://www.edmentum.com/standard/terms) and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

### Purchase Order
- You acknowledge that this Agreement is non-cancelable and you will submit a purchase order for the full amount of this Order Form. Your order will not be scheduled for delivery until you have submitted a purchase order referencing and conforming to this Order Form.

### Acceptance
- This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing. I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreements terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreements terms and conditions. To the extent that either party’s process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified herein referenced in this Agreement as signified by my receipt, use of or access to the products and/or services identified. Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com.

### Customer Signature:
- [Signature]
ORDER FORM

Customer and Billing Address
Customer No.: 112945
Customer Name: Durham Unified School District
Billing Address: PO Box 300
Durham, CA 95938-0300

Products and Services

<table>
<thead>
<tr>
<th>Products</th>
<th>Quantity</th>
<th>License Start Date</th>
<th>License End Date</th>
<th>License Term (In Months)</th>
<th>List Price for Term</th>
<th>Extended Price</th>
</tr>
</thead>
<tbody>
<tr>
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<td>12</td>
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<td>$5,130.00</td>
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<tr>
<td>Study Island NWEA Integrated Solution</td>
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<td></td>
<td></td>
<td>12</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Study Island Virtual Standard Service Package</td>
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<td></td>
<td></td>
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<td>$650.00</td>
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<td></td>
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<tr>
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<td>$5,780.00</td>
</tr>
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** Unless otherwise specified in this Order Form, the Start Date for your license(s) will be one of the following: (a) the day immediately following the expiration date of the prior license term or (b) the date in which we have accepted your order and have issued log-in credentials for your software license.

Invoicing and Payment Terms
The full amount of Your Order will be invoiced when accepted by Us. Payment is due 15 days after invoice date.

Terms and Conditions
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Customer Signature: ________________________________

Edmentum | N.W. 7504, P.O. Box 1450 | Minneapolis, MN 55485-7504 | www.edmentum.com
** ORDER FORM **

Date: 9/5/2017  
Order Number: 10495985  
Revision: 2  
Order Form Expiration Date: 10/20/2017

Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com  
To Pay by Credit Card: Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

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Customer and Billing Address

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<tbody>
<tr>
<td>Study Island: Core Library - Program License</td>
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<td>''</td>
<td>12</td>
<td>$19.00</td>
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<tr>
<td>Study Island NWEA Integrated Solution</td>
<td></td>
<td>''</td>
<td>''</td>
<td>12</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Study Island Virtual Standard Service</td>
<td>1</td>
<td>***</td>
<td>***</td>
<td></td>
<td>$650.00</td>
<td>$650.00</td>
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<tr>
<td>Package - Services Delivery Year: Year 1</td>
<td></td>
<td></td>
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Acceptance
This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing. I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreements terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreements terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in the Agreement as signed by my receipt, use or access of the products and/or services identified. Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com.

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Customer Signature:

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